

# Fun Days Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY429158
<b>Inspection date</b>	29/11/2011
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<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Fun Days nursery has been in operation since 1982, but was registered in its present location in May 2011. It is situated in the Brieghtmet area of Bolton, Lancashire. The nursery operates from purpose built premises with a secure outdoor play area. The nursery has strong links with the local Children's Centre. The nursery receives support from the local authority.

The nursery is registered to provide care for up to 30 children from age two to eight years on the Early Years Register and the compulsory part of the Childcare Register. There are currently 42 children on role. The nursery opens Monday to Friday from 8.30am to 5pm, 51 weeks a year. The nursery provides funded early education for three-and four-year-olds. It supports a number of children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The nursery employs seven members of child care staff, including, both the manager and the owner. The majority of staff hold appropriate childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this child-centred nursery, where learning through play is given high regard and they are thriving. The committed staff and leadership team successfully support children to make excellent progress in their learning and development. Children's welfare is safeguarded, although, some records are not effectively maintained and stored. The nursery benefits from strong partnership with parents and other professionals who support children. Self-evaluation is effective in identifying and targeting priorities for improvement to ensure continuous development.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records are kept of the information used to assess the suitability of staff, to demonstrate to Ofsted that checks have been carried out, with particular reference to Criminal Records Bureau Disclosures (Suitable People).
- 13/12/2011

To further improve the early years provision the registered person should:

- improve the steps taken to prevent the spread of infection when children are

- eating snacks and at nappy changes.
- ensure that the nursery's policies and procedures are followed, with particular reference to nappy changing

## **The effectiveness of leadership and management of the early years provision**

Arrangements for safeguarding children are good with supportive systems in place to protect children. Recruitment and vetting procedures ensure children are cared for by staff who are suitable to work with children. However, required documentation is not always available on site to verify this. Although, this is a breach of legal requirements, it has no impact on children's welfare and safety. Security measures are robust and ensure the safety of children and staff. Entry to the setting is controlled by the staff, who greet parents personally at the front door and visitors are always asked to produce identification. Detailed risk assessments are carried out annually on the whole building and each outing is risk assessed to ensure the safety of the children. Daily checks are carried out of the environment and any hazards identified dealt with to minimise risk.

The nursery is well resourced both in and outdoors and equipment and toys are well maintained. The environment is well organised in learning areas. Resources are clearly labelled and at child height so children can make choices and build independence and self-confidence. Good staffing levels enable the children to have a high level of individual attention. The staff team are well qualified, regularly update their training and have a good knowledge of the Early Years Foundation Stage. They work well together as a whole nursery team, with long serving staff supporting the newer ones. The senior management team embed ambition and drive for improvement through their passion for the service they offer. Staff are supported and encouraged to continue with professional development. They bring their learning from courses they attend into the nursery, adding value to the practice.

Partnership with parents is valued. Parents are kept well informed of their children's progress through daily conversations and sharing of the children's profiles. Planning for individual children is displayed using a spider gram chart and parents comment positively on how this helps them to understand what is planned for their children's learning. Parents are delighted with the service offered by the nursery. Some of the current parent group attended Fun Days as children themselves.

Sensitive support is offered to children with special educational needs and/or disabilities and those who speak English as an additional language. There are strong links with other professionals and this ensures all children are effectively supported and making good progress. Relationships with local schools are at early stages but the nursery shares children's tracking documentation with schools to support their transitions.

## **The quality and standards of the early years provision and outcomes for children**

Children thoroughly enjoy their time at Fun Days, where they can learn and play in a welcoming and warm environment. They are eager to learn, delight in their own achievements and clearly flourish in this child-centred nursery. The enthusiastic staff team work very closely together and have a strong commitment to enabling children to be highly independent, confident and communicative learners. Children receive a high level of one-to-one attention from professional staff who know them well. Staff plan for each individual child and make careful adaptations to ensure children learn and develop at their own pace.

Children's language skills are given a high priority. Staff talk to the children clearly and calmly and play exciting games, such as, tapping out names and copying rhythms, to encourage children to listen. They engage children in conversation when joining their play and at routine times, such as snack time, building and developing vocabulary. Purposeful attention is paid to developing vocabulary for children who speak English as an additional language and children are clearly thriving. Children are learning to recognise their names through self-registration. Their progression is visible as younger children have their images on their name cards, whilst older children no longer need their images and are able to recognise their names in print. Children thoroughly enjoy group story times and reading books to themselves and one another and are developing a love of books. Children have numerous varied opportunities to count, match shapes and problem solve, through the daily routine and well planned activities. For example, when playing with puzzles or building towers and at registration and meal times children are encouraged to count real objects and are able to count to ten and beyond. The inviting computer area attracts children throughout the day and they concentrate for long periods of time, building skills in the use of the mouse and thoroughly enjoying challenging matching games. Children learn about the world around them when new chicks are brought into the nursery and from well-planned shopping trips to the local shop.

Children's behaviour is excellent. They know exactly what is expected of them from staff. They understand the five golden rules, talk about them and follow them. Staff give children well thought through alternatives which they understand giving children the opportunity to make choices.

Healthy eating is generally well promoted. Children are offered healthy choices of fruit for snack and parents are encouraged to provide healthy food at lunch time. However, children's understanding of good hygiene is not effectively promoted at snack time because children do not eat from plates. Hand washing routines are well established with the children, although, staff do not always follow best practice when changing children's nappies.

Children are learning to keep themselves safe as staff remind them to walk slowly and stay in their train as they move to the quiet room. Children learn about a wide range of festivals through story-telling, crafts and cooking activities, such as

tasting foods from different cultures. There is a strong ethos of respect within the setting and children are learning to respect one another.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met