

Inspection report for early years provision

Unique reference number	EY430823
Inspection date	08/12/2011
Inspector	Patricia Dawes

Type of setting	Childcare - 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*.

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Description of the setting

Fun 4 Kidz Day Nursery opened in 2011 and is run by F.4.K. Ltd, a privately owned company. It operates from a large detached house in Bilston, West Midlands. The setting is accessible to all children. Children share access to a secure outdoor play area. The setting serves the local area and has strong links with the school.

The setting is registered on the Early Years Register. A maximum of 40 children under five years may attend the provision at any one time. It is open from 8am until 6pm, Monday to Friday, 50 weeks of the year. Children are able to attend for a variety of sessions. There are currently 62 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 16 members of staff employed to work directly with the children, all of whom hold early years qualifications. The setting receives support from the early years team of the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are recognised and consistently met by staff who plan and provide excellent learning opportunities for children of all ages. Staff are enthusiastic, committed and professional. Their practice within the nursery is inclusive, ensuring children's individual needs are fully understood and respected. The whole team has a cooperative approach to engaging children, parents and carers in supporting positive outcomes for the children and are highly motivated towards continuous improvement. They use robust systems to monitor, review and reflect on practices used within the nursery in order to continue to develop high quality care and education for all children. Partnerships with other professionals and providers are strong and offer consistency to enable children to make transition between settings with ease.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being
- ensure that all staff are aware of the need to maintain privacy and confidentiality to safeguard and promote the welfare of children.

The effectiveness of leadership and management of the early years provision

Children are protected very effectively because staff fully understand their roles and responsibilities in safeguarding children's welfare, and have a sound awareness of working with relevant agencies to protect children. Policies and procedures are in place to support the setting's commitment to acting in the best interest of the child at all times. Employment procedures are very rigorous and robust induction procedures ensure staff are suitable and knowledgeable about all aspects of their work.

Children enjoy a safe and secure environment because the management and deployment of staff are very well organised and monitored to ensure staffing levels remain high. Consequently, children are very well supervised and taught to be safety conscious. The environment indoors and outside is subjected to thorough and rigorous risk assessment, however cookery and gardening activities need further monitoring to ensure that potential hazards to children are minimised effectively. Children are aware of the rules for safety and regularly practise emergency evacuation, which staff record to demonstrate how effective practice is maintained. All records relating to children's individual health and safety are well maintained. However some children's information is not stored appropriately, namely medication consents displayed on the wall in the nursery. This has the potential to compromise children's privacy.

Children feel safe as they are familiar with the key workers who care for them. They play in a well-organised environment where space is used very effectively. Children are allowed to decide about their own play, work with others or share activities with staff, according to individual needs and preferences. Outdoors, a range of different areas is used, covered and uncovered and with different surfaces, so children can use different areas for different purposes and in a range of weather conditions. Staff recognise and value children's differences and use an excellent selection of resources and positive images of diversity. For example role play equipment, posters, books and symbols throughout the setting give children and families a sense of being valued and welcomed.

Children thrive because of the excellent partnership between their key staff and their parents. Information is shared effectively, enabling staff to put in place strategies to support children and ensure an inclusive environment is provided. Parents and carers are very well informed on all aspects of their child's achievement, well-being and development. They are positively encouraged to play a part in their child's learning and development. For example, by attending parents' evenings or giving their views about the nursery in questionnaires or the comments box. Consequently, the outcomes for children and their experiences are positive and rewarding. Excellent links are in place with other agencies and professionals, such as the local speech and language team or teams to support children with additional and specific needs.

The enthusiastic management has built a strong and committed team of staff who obviously enjoy their time with the children. Regular staff meetings and appraisals

result in training needs being identified and planned for effectively. A detailed self-evaluation document is in place to identify areas for future development and is updated regularly. Improvements that have been made include an extension which gives increased opportunities for free flow play between indoors and outside for all children. All of this clearly demonstrates a strong capacity to maintain continuous improvement.

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

Children make very good progress towards the early learning goals because of the varied range of opportunities provided throughout the nursery. Staff are skilled in planning the educational programme for children, they have a very good understanding of the Early Years Foundation Stage and how children learn. Staff observe children, record their achievements and use this information to highlight any gaps in children's learning. Activities are then planned to take account of children's interests and their individual learning needs and next steps for them to work towards. This method is effective and, as a result children make very good progress.

Children's personal, social and emotional development is given high consideration. A very effective key person system is used to ensure children are seen as unique individuals whose specific care and development needs are planned for and supported by all staff. Children enjoy themselves in the friendly and warm environment. They develop a sense of belonging as they see photographs of themselves, or their art work, displayed on the many boards around the setting. Children are very well behaved, confident and enthusiastic learners. They make good friends, chat whilst they play together and learn about right and wrong. They are developing an excellent range of skills that will support them in their future lives, such as exploring technology using a computer and a variety of educational programmes.

Children develop hand control needed for later writing as they use a range of tools in art and craft activities. They are provided with opportunities to practise their mark-making skills using a variety of resources. For example, using water or chalks in the outside area to draw pictures and make patterns on the floor. Older children develop their mark making further, practising forming recognizable letters as they begin to label their own work. They learn to use tools, such as pencils and scissors safely. Routines, such as snack time are used to support children's independence skills more effectively. For example, older children are encouraged to pour their own drinks and self-serve their lunch. Children develop good foundation skills in relation to language and numeracy. Daily routines and activities, such as circle time, provide good opportunities for children to practise their understanding of numbers and counting and to use conversational skills.

Children develop an excellent awareness of personal safety. Babies demonstrate clearly that they feel very secure with staff. They become increasingly mobile as they explore making physical contact with toys, objects and people. For example, they enjoy looking at themselves in low-level mirrors, sitting with staff looking at

books or playing musical instruments and dancing. Children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors or during music and movement sessions indoors. Staff ensure children are safe yet able to set their own challenges in relation to their mobility. Older children develop physical skills and a knowledge and understanding of the world as they use outdoor resources, such as hiding in the wicker huts or sand play and chalking, or digging and tending their own plants. As a result, children of all ages develop a good awareness of healthy lifestyles because they spend plenty of time outside using the wide range of different facilities.

Trips out in the local area provide opportunities for children to consolidate skills learned and enable them to develop awareness of the world around them. They post letters in the post box and visit different ethnic food shops to buy foods to celebrate countries around the world. Children develop knowledge and understanding of the natural world as they care for the chickens in a coop outdoors, watching them hatch from eggs and grow. All children have good opportunities to be creative. Babies explore different textures, such as sensory boxes, water play, paints and chinks, to make Diwali pictures. Toddlers use sequined shapes and paints to produce very effective art work. Older children enjoy baking cakes to celebrate birthdays. Children make models out of recycled materials and play with treasure baskets filled with natural materials. They also recycle their rubbish in the boxes in the garden and use the collected rain water for the garden; all of this supports their knowledge of sustainability.

Children's good health and understanding of personal hygiene are promoted very well through very good practices used by staff and taught to children. Parents of babies may choose to bring their own foods, and older children eat freshly prepared nutritious meals provided by the nursery. This ensures all children receive a well-balanced diet. Older children talk confidently about foods that are good for them because they take part in regular activities to support their knowledge. As a result, children's welfare is supported extremely well.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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