

Fit N Fun Kids

Inspection report for early years provision

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Inspector

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Type of setting

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Fit N Fun Kids is run by a limited company. It operates from its own premises on the Tregonigie Industrial Estate on the outskirts of Falmouth, in Cornwall. A secure area is used for outdoor play activities. The premises are accessible. The nursery is open each weekday from 7.30am until 6.00pm for 51 weeks of the year, closing for Christmas and Bank Holidays only. A maximum of 75 children in the early years age range may attend the nursery at any one time. There are currently 140 children attending who are in this age group. They live in surrounding towns and villages, and some children also attend local childminders, pre-schools and early years units of local primary schools. The nursery also offers care to children aged five years to 11 years.

The nursery is registered by Ofsted on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. The nursery provides free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

There are 34 members of staff. All but two have early years or playwork qualifications to NVQ level 2 or 3. There are five staff currently working towards a qualification. The setting receives support from the local authority and is a member of 4Children and the National Day Nurseries Association. In 2010, the nursery achieved the Gold Standard Investors in People Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children become confident and secure in the nursery. Staff plan and provide a wide range of activities, which interest children and promote good outcomes in their learning and development. Staff act upon advice, reflect on their provision well overall and implement changes, demonstrating a strong capacity to maintain development. Parents are well informed about the provision and their children's achievements. Diversity is generally promoted well through activities and resources. A key strength of the nursery is its liaison with outside agencies to promote children's development and support staff in meeting children's needs.

What steps need to be taken to improve provision further?

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

- develop systems to monitor the effectiveness of the education

- programme through reflective practice, self-evaluation and continuous improvement
- plan an environment that is rich in signs, symbols, notices, words, rhymes, books and songs and that takes into account children's different languages.

The effectiveness of leadership and management of the early years provision

Effective recruitment and vetting procedures help to ensure that children are cared for by suitable and qualified staff. Staff know how to implement the setting's safeguarding policy and procedures in order to protect children from harm. Regular fire drills are carried out, and effective risk assessment keeps the environment safe. Highly effective arrangements support the provision of safe and secure premises. Staff make sure that children develop exceptionally good hygiene habits; they ensure that all children wash their hands at appropriate times. Babies and young children are protected from cross-infection. Staff follow very effective nappy-changing routines and do not wear outdoor shoes in the baby area, which keeps the floor clean.

Staff have taken effective steps to address weaknesses in the provision identified previously and have established effective systems to identify any further concerns. They seek feedback from parents, such as through the parents' forum. Staff are encouraged to reflect on their provision during frequent staff meetings, and future plans for improvement are challenging and well targeted. This reflects a good capacity to maintain improvement. However, although staff track and monitor children's progress very effectively, the overall effectiveness of the education programme is not assessed fully to identify areas for further improvement. Equal opportunities and difference and diversity are generally promoted well as staff support children's individual needs and provide resources and activities to reflect the wider world. However, the nursery does not reflect or celebrate all home languages, such as by labelling. The nursery manages its resources effectively, with staff efficiently deployed and routines established that support the children's needs. Rooms are well equipped and provide a stimulating learning environment for the children.

Staff are highly effective at meeting the needs of children in close partnership with parents and other agencies. They also have effective partnerships with other Early Years Foundation Stage providers, including local schools, to provide continuity of care and support children's transitions between settings. Partnership with parents is effective. Parents are informed about their children's development and progress, and staff arrange opportunities to meet with parents on informal occasions.

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

Children grow secure and confident at this nursery because staff reassure them sensitively, and take account of and respect their preferences and wishes. Children make good progress in all areas of learning; they are engaged and interested in the range of activities and resources available to them. They develop independence well as they dress themselves appropriately in readiness for outdoor play. Daily access to the outdoor play area enables children to enjoy the fresh air and explore their environment, digging in the soil or running around dressed as superheroes. Their daily access to the indoor soft play area ensures that they are all able to enjoy energetic play and develop their physical skills. Children develop confidence while they enjoy singing familiar nursery rhymes and action songs and experimenting with musical instruments.

Children understand the importance of good hygiene. For example, they wash their hands before meals. Babies are able to roll and attempt to crawl in safety on clean, carpeted areas. They enjoy exploring different materials as they handle and play with gloop, and develop strength as staff support them as they try to stand up. Older children concentrate intently as they enjoy manipulating play dough and discuss the shapes they create and the marks they make with a variety of tools. Babies and toddlers develop awareness of themselves as they thoroughly enjoy seeing their own reflections in well-sited mirrors. Sleeping babies are kept safe by staff making frequently checks on them in addition to listening to the baby monitors. Children thoroughly enjoy learning about colour as they experiment with paints. They play cooperatively and show awareness of the needs of others. They develop good negotiating skills and behave very well because the staff praise them for appropriate behaviour. Children develop good awareness of difference and diversity. They see images and toys showing positive images of people from different cultures. They make effective use of gestures and picture cues to express themselves, and they are learning some sign language to enhance their communication skills and promote inclusion. Children who are learning to speak English as an additional language are helped to communicate because staff use key words in their home languages.

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	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

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	2
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	2
The extent to which children develop skills for the future	2

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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

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