

Fun to Learn Nursery, Pre-School and Activity Club

Newport C of E Primary School, Hazel Close, Newport, Isle of Wight, PO30 5GD

Inspection date	22/05/2013
Previous inspection date	02/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The nursery safeguarding procedures are robust and rigorous, promoting the welfare of all children who attend.
- The nursery staff have well established systems to effectively support children who have special educational needs and/or disabilities.
- Children enjoy an extensive range of outdoor play and learning experiences to promote their learning in all areas.
- Staff encourage children to become active learners as they ask open questions and encourage them to try things for themselves.

It is not yet outstanding because

- Not all staff actively encourage children to listen during large group activities to ensure the planned learning intentions are being met.
- The procedures to move children from one age group to the next do not always enable children to move as soon as they are ready.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time observing practice in all the rooms, both inside and outside.
- The inspector spoke with the owner, the staff team, some parents and the children at appropriate times throughout the inspection.
- The inspector analysed samples of the children's learning journeys, planning documentation, and a selection of the group policies and procedures.

Inspector

Lisa Cupples

Full Report

Information about the setting

Fun To Learn Nursery, Pre-School and Activity Club opened in 1998. It is a privately owned provision which operates from three interlinking mobile classrooms situated within the grounds of Newport Primary School, Newport on the Isle of Wight. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 128 children in the early years age group and 77 older children on roll. The nursery provides funded education for two, three and four year olds. The nursery supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language. The provision opens five days a week all year round from 07.45am to 5.45pm. Flexible sessions are available within these times. The manager employs a total of 20 staff to work directly with the children. Of these, 19 staff hold relevant early years qualifications at levels ranging from level 2 to level 6.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- promote the children's communication and language skills further by encouraging them to listen carefully during large group activities to ensure all children benefit from the planned learning intentions at these times
- improve the procedures to move children to the next age group room as soon as they are ready to ensure they continue to make the best possible progress in their learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All staff have a good understanding of the Early Years Foundation Stage framework and implement it effectively to promote the children's learning. Staff spend time observing what the children can do and use the information well to identify the children's next individual learning steps. Staff use the information to plan a wide range of activities and experiences to interest the children who attend. The quality of practice is generally consistent across the nursery, and as a result, all children are making good progress in relation to their starting points on entry. However, not all staff fully promote the children's listening skills during large group activities. Consequently, some children sometimes miss things that happen and do not fully benefit from all of the planned learning intentions

during these activities. Staff respond well to the children, actively listening to them and participating in their activities and conversations. Staff engage the children effectively overall, and extend the children's learning by asking open-ended questions, and encouraging the children to become active learners. For example, when children use the shaving foam, they are encouraged to write the letters of their names, sounding out the letters as they write them. This promotes the children's understanding that text has meaning from an early age. Babies and young children learn about different textures and use all of their senses to explore the resources and play materials. For example, babies enjoy handling rolled oats and giggle as they feel, smell and taste them.

All children enjoy a well-resourced play and learning environment, both inside and outside, which promotes their independence and decision making skills successfully. Children choose activities throughout the day and freely use the wide variety of clearly labelled, low-level resources. Children are able to use the outdoor play areas throughout the day and enjoy activities that cover all areas of learning. For example, children learn about cause and effect as they work out why some objects move faster through the drainpipes, depending on how much water they use. Children enjoy exploring the natural world as they learn about life cycles, watching caterpillars transform into butterflies and studying the frogspawn in the school pond. They have opportunities to plant and dig and use bug boxes to examine the mini-beasts they find in the garden. Children use programmable toys and resources with ease to extend their interest in technology. Babies and younger children use electronic toys with ease as they learn to turn switches and push buttons to make the sounds and lights work. Children celebrate a range of cultural festivals and use multicultural resources during their everyday activities, as they begin to recognise similarities and differences in the world around them. Children are able to express themselves creatively during art and craft activities and use their imaginations well in the home corner. For example, children negotiate storylines and characters with each other, make tea, and toast for the staff. They pretend to be hairdressers and laugh as they make different styles for the staff. Children recognise numerals around the walls and count at every opportunity. Younger children say numbers randomly during activities as they begin to use mathematical language, developing their understanding of counting. Children handle books with care, turning the pages correctly. They enjoy listening to stories, often predicting what will happen next. Consequently, all children are gaining the skills and attitudes they need to be ready for school or their next stage of learning.

The contribution of the early years provision to the well-being of children

All children are very happy and settled during their time at the nursery. Staff get to know the children and their families well, providing a welcoming play and learning environment. Staff supervise all children appropriately and they are supported well. As a result, children form very positive relationships with the staff and the other children. Staff promote the children's social skills successfully as they sit together with children at snack and meal times. They gather and record a wealth of information about each child's welfare, learning and development from their parents. Children demonstrate good levels of independence and self-esteem as they confidently move around the setting and explore their surroundings. Staff use a wide range of strategies and work closely with a wide number of

other professional to support children with special educational needs and/or disabilities. Staff also use specific techniques to support those children who speak English as an additional language. For example, staff talk to parents and share information about key words in the children's home language, so they understand when the children make requests. In addition, staff use visual aids to promote the children's understanding of the daily routines, helping them to settle in and develop a sense of belonging.

Children learn about keeping themselves safe from an early age. They demonstrate a clear understanding of the group safety rules, often reminding one another of safety issues. For example, older children remind each other to tuck their chairs in when they leave the tables and to pick up resources that have fallen on the floor. All children and staff practise regular fire drills to ensure they know how to evacuate the premises quickly and safely in the event of an emergency. All children behave exceptionally well because staff implement the clear rules and boundaries consistently. Full written behaviour policies are in place to ensure all staff and students are aware of the behaviour management procedures. Consequently, children know what staff expect of them and they are keen to follow the rules. Staff are positive role models, supporting the use of good manners and promoting politeness across the nursery. As a result, children are beginning to show consideration for others as they pass resources to each other and ask other children if they would like to join in.

Children learn about the importance of a healthy diet and regular exercise. They talk with staff about the types of food that are good for them and they know that fruit and vegetables help them to grow stronger. Children enjoy a wide range of activities to promote their physical development well. They have opportunities to climb, run, jump and balance. Babies and young children are supported well as they practise crawling and climbing ramps as they begin to walk. The nursery has a healthy eating policy in place, which is shared with parents to promote healthy packed lunches. Children learn how important good personal hygiene is through daily routines and discussion. For example, they are actively encouraged to wash their hands at appropriate times to help prevent any possible spread of infection.

The nursery has strong links with the 'on site' school, other local schools in the area and other providers of the Early Years Foundation Stage. Effective systems are in place to ensure the children's smooth move to school. However, the internal procedure to ensure children move to the next age group as soon as they are ready is not as effective. A few children are not as challenged as possible because they are ready for the additional challenges of being with older children. Staff have successfully completed the two-year progress checks and the information has been shared with the parents.

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

Effective safeguarding procedures are in place to promote the welfare of the children. All staff have attended safeguarding training and know how to implement the procedures. The nursery staff share the full written policies and procedures with parents to ensure

they are aware of the staff team's responsibilities towards protecting their children. Children use a safe and secure learning environment because staff carry out detailed written risk assessments and daily checks. Staff supervise children closely to make sure that they are well protected. Robust recruitment and vetting procedures alongside effective induction systems help to ensure all adults and students are suitable to work with children. All visitors are required to sign in the visitor's book to ensure staff maintain an accurate record of everyone coming into contact with the children. A comprehensive complaints procedure is in place to ensure everyone using the nursery knows how to report or raise concerns.

The nursery has made good progress since the last inspection and they have addressed the previous recommendations in full. For example, the manager and staff team have developed the planning and assessment systems to ensure they are identifying clear learning intentions for the children. This ensures staff know what they are working towards with each child and enables them to better extend and support the children's individual learning. In addition, all staff and parents now contribute towards the self-evaluation of the setting to drive improvement and ensure continuous development. Staff carry out questionnaires to obtain feedback from parents. Staff meetings and regular training drive improvement and ensure all staff are aware of current guidelines and procedures. Management successfully monitor staff performance and their contributions to the nursery through regular team meetings, reviewing staff practice and annual appraisals. This demonstrates a good capacity to improve the outcomes for children.

Partnership with parents is good. Parents have access to their children's records at any time and are able to talk to staff about their children's progress. They are actively encouraged to be involved in their children's learning and staff often provide ideas and activities for parents to do with their children at home. Parents have access to the nursery policies and procedures to develop their understanding of how the nursery operates and how their children are learning. Partnership working with other agencies is extensive and ensures systems and procedures effectively support all children. The nursery works closely with other professionals to support the children and also provides one to one care when required.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	119756
Local authority	Isle of Wight
Inspection number	916618
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	205
Name of provider	Michele Jones
Date of previous inspection	02/10/2009
Telephone number	01983 822371 (preschool) 01983 522826

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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