

# The Fun Factory

9 Turnoak Lane, WOKING, Surrey, GU22 0AQ

## Inspection date

Previous inspection date

08/07/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 effective key person system ensures children form secure emotional attachments, providing a strong base for their learning and well-being.
- Knowledgeable staff provide interesting and purposeful play activities, which motivate and engage children. As a result, this supports children to make good progress towards the early learning goals.
- Effective partnerships with parents and other providers help to promote children's care and learning.
- Children play and explore in a rich, well-planned learning environment both indoors and outside.
- The owner and manager oversee the effective systems for self-evaluation and bring about good continuous improvements for children.

### It is not yet outstanding because

- Children have good opportunities to see words in the environment and to develop early writing skills, although fewer chances to learn about letters and the sounds they make.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the rooms and outdoor areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, policies and procedures, self-evaluation form and action plans.

## Inspector

Jacqueline Munden

## Full Report

### Information about the setting

The Fun Factory registered in 2012. It is one of two privately owned full daycare nurseries. It operates from the ground floor of a house in Woking, Surrey. There is an enclosed garden for outside play. The nursery is within walking distance of local shops and is close to public transport links. It serves both the local and wider areas. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It opens Monday to Friday from 8am to 6pm all year round, except for a week at Christmas and bank holidays. Children attend for a variety of sessions. There are currently 10 children on roll in the early years age group. The nursery welcomes children who speak English as an additional language. The nursery is in receipt of funding for early education for three and four year olds. There are currently three members of staff working directly with the children, including the manager, who holds a relevant degree in early years and has Early Years Professional Status. Two members of staff and the owner of the nursery hold relevant Level 3 early years qualifications. The nursery also employs an apprentice.

### What the setting needs to do to improve further

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

- enhance children's understanding and knowledge of letters and the sounds they make to support their early literacy skills further.

## Inspection judgements

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

Children make good progress in all areas of their learning and development. The enthusiastic and knowledgeable staff use good teaching techniques and deploy themselves effectively, which allows them to promote children's learning well. They provide an interesting and busy environment with many interesting activities, which enables children to initiate much of their own learning. Older children have enormous fun, for example, they develop a good range of physical skills, and explore bubbles as they wash the large play cars. They stretch and reach their arms to wash the roof of the car. They experiment dipping and then plunging the sponges into the bucket of water and taking them out and squeezing the water out again. They concentrate closely as they repeatedly squeeze the water onto the grass, noticing there are more and more bubbles collecting on the grass. They recognise their actions are having a result as they say, 'there are more bubbles now'. Staff promote children's learning about the natural world as they point out to the children that the cold water in the bucket is now warm. Staff encourage children to think critically as they ask them if they know why that may be. They tell the children 'it's because it such

a hot day and the sun is making it hot'. Staff place a strong emphasis on helping children to develop language skills. They use every opportunity to engage children in conversation and introduce new words and their meanings. As children begin washing the interior of the car, staff explain that 'cleaning the inside of the car is called giving the car a valet'. As a result, children use a broad range of words and develop a good understanding.

Staff use props effectively to engage children's interest in looking at books and listening to stories. Children clearly enjoy joining in telling the story, finding the appropriate piece of model food to match the story. Staff encourage the children to count the pieces of food on the page by pointing to each item as they count, helping children to develop number skills. Indoors, children continue with the food theme as they play shops 'selling' real carrots and cabbages. They use their knowledge and understanding of shopping in their role play as they 'scan' each item and place them in the shopping bag. Staff encourage children to develop mathematical skills as they use coins and count the money paid. Staff display a wide range of words and pictures and provide mark making tools indoors and outside. This promotes opportunities for children to understand that words have meaning and help them to develop early writing skills. For example, children 'write' what they need to order in the shop 'order book'. Staff provide fewer opportunities for children to learn about individual letters and the sounds they make. As a result, this does not fully extend children's developing literacy skills.

Staff encourage babies to develop strong muscles as they roll balls through the tunnel for babies to reach. The easy grip marker pens make it easy for babies to grasp them and manoeuvre them around the paper. They beam with delight as they hold up their picture. Babies are developing good communication skills and copy words staff say to them. Staff use a range of methods to help babies understand, such as holding the tub of cutlery up for them when they ask children to 'take a spoon'. Staff make accurate assessments of children's learning. They look at children's starting points when they enter the setting and involve parents in this process. Staff make observations of each child and use this information alongside photographs and examples of children's work to build up a picture of each child and identify any areas for development. The ongoing assessments feed into the progress check for two-year-olds. Parents receive regular updates about their child's progress in all areas of learning. Parents are encouraged to contribute to their child's learning journal and many write additional information about their children's learning at home, which is encouraged and supported by staff. Staff provide parents with information about what the children are learning about in the nursery, such as the colour and story of the month. This means parents are able to continue to support children's learning at home. For example, they help their children to find objects that are the same colour as the colour of the month to bring in and place on the colour table in nursery.

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

Children are happy and enjoy their time at the nursery. The robust key person system ensures that staff know the children well and form secure attachments with them. Key people take the lead role for meeting children's care needs, such as changing nappies and giving feeds. Staff are sensitive to children's needs and help them to settle quickly. Each

child has an 'all about me' box in which parents provide photographs of important people in their child's life and familiar or favourite objects. The boxes are always available in the child's labelled pouch for them to look through, which helps to comfort and reassure them. As a result, children feel valued and included. Care practices are very good and children are developing a strong sense of confidence and independence. Older children put their shoes on, manage their personal needs and serve their own food, which prepares them well for school. Staff give younger children time to learn and to master skills independently, such as using a spoon to feed themselves and wiping their hands after eating. Staff prepare children well for the move to school and for their future learning. This is because children learn positive skills and attitudes to exploring and learning, build friendships and their self-care skills.

Staff actively promote healthy lifestyles and make choosing healthy foods a natural part of the daily routines. Mealtimes are relaxed and happy social events. Children enjoy the healthy, cooked meals that are delivered to the nursery, which meet children's dietary requirements. They help to chop the fruit and prepare the tables for their friends with plates at snack time. Staff use opportunities to teach children about foods that are good for them at these times. They plan specific activities to encourage children to try new foods and find out where they come from. Children care for the plants they have grown, such as tomatoes, and plan to eat them when ripe. Children relish playing outdoors, developing their physical skills and exploring the natural environment. Children learn to keep safe and well. They patiently sit while having sun cream applied and know they need to keep their hats on when playing outdoors to stop the sun hurting them. Staff ask children good questions that help them think about safety, for example, if it would be better to put the trowel down before playing football so that it cannot hurt them. This encourages children to be aware of and be responsible for their own safety.

Children behave well and play cooperatively with their friends. Staff are good role models as they encourage older children to include and show kindness to the younger ones. For example, as the older children wash the playhouse, they play peek-a-boo with toddlers inside the house. Staff promote good manners as they remind children to say thank you when they are given something. Staff prepare children well for their move to the next stage in their learning. All areas of the nursery are well equipped with high quality resources and equipment that promotes children's all round development both indoors and outside. Staff prepare the garden well, providing an extension of the learning environment. It is an interesting and stimulating place for children to play and explore, as they dig in the soil, play in the mud kitchen and look at books. Indoors, staff create defined areas of learning that allow children to move around freely and make independent choices of what to play with.

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

The effective leadership and management of this newly registered nursery has played a key role in quickly establishing a safe and efficient environment for children. They have a secure understanding of their responsibilities in meeting the safeguarding and welfare

requirements of the Early Years Foundation Stage. Care is taken to implement the robust employment and vetting procedures to help make sure that staff are suitable to work with children. The successful induction procedure makes sure staff are aware of the nursery policies and procedures. All staff are trained in child protection and have a clear understanding of safeguarding procedures and how to protect children. Management risk assess all areas of the setting and the activities children take part in well. Staff complete daily checklists for each room and identify issues as they arise. For example, indoor water play is provided only in a room with a non-slip floor to prevent anyone slipping on split water.

The management team has a clear understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. The manager oversees the planning for the educational programmes. She views each child's development record and the individual planning made by the key person to help the child move on to make sure children are progressing. Staff appraisals help identify areas for staff professional development to increase their already good practice. The manager welcomes the views of everyone involved in the nursery to help evaluate their practice. She welcomes and values staff ideas, such as making scented bags to develop children's understanding of their senses. Regular team meetings and feedback from parents and children contribute to the self-evaluation process. The action plan shows management has a clear vision for the future and make continuous improvements to benefit children.

Partnerships with parents are very successful. Staff are very welcoming and friendly when parents arrive with their children, and have a useful update to discuss children's changing needs. Parents' report positively about the nursery and their children's progress, for example, that their 'child's vocabulary is increasing all the time' and that their children 'make friends and love the staff, who they talk about all the time'. Parents appreciate how staff encourage children to try new foods. The nursery successfully supports children learning English as an additional language. They obtain key words in the child's home language and use them in the everyday routines to support children's learning and care. Through discussion, the appropriately trained and experienced staff demonstrate a secure knowledge and understanding of supporting children with special educational needs and/or disabilities. Staff develop relationships with other early years settings children attend, which helps them to provide consistency in children's care and learning. They have carefully planned how they will develop links with the schools children will attend when this is relevant.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY456979
<b>Local authority</b>	Surrey
<b>Inspection number</b>	899415
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	33
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Donna Ann Rogers
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01483766473

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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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