

House Of Fun Nursery

45 Longs Industrial Estate, Englands Lane, Gorleston, GREAT YARMOUTH, Norfolk, NR31 6NE

Inspection date

22/07/2013

Previous inspection date

06/06/2011

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

- An effective key person system, which clearly works in practice, provides children with stability and helps them to form positive relationships, gain confidence and self-esteem.
- Observation and assessment is used effectively to plan for the next stage in children's learning and development. Staff plan interesting activities which evolve from children's interests.
- Children with special educational needs and/or disabilities and those who speak English as an additional language are fully supported by competent staff who know the children well and ensure that they are integrated into all activities.
- There is a strong, supportive management team in place. They regularly reflect on practice in the setting, are able to recognise areas for improvement and implement the necessary changes to ensure that the setting moves forward.

It is not yet outstanding because

- There is scope to improve the introduction of new vocabulary and sounds for younger children and further extend older children's speaking, listening and thinking skills.
- Resources to build on younger children's understanding of themselves and the wider world are not easily accessible, particularly to babies.

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 observed activities throughout the nursery and in the garden.
- The inspector spoke with the manager, one director, the staff and children during the inspection and carried out observations of the children.
The inspector looked at children's progress records, planning documentation,
■ evidence of suitability of staff working in the nursery, the provider's self-evaluation form, a selection of policies and other relevant documentation.
- The inspector spoke to parents during the inspection.

Inspector

Lindsey Cullum

Full Report

Information about the setting

House of Fun Nursery opened in 2003. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from purpose-built premises near the centre of Gorleston, in Norfolk. The children are divided into five group rooms which have access to suitable facilities. Children have access to a large indoor hall, sensory room, library and restricted access to an outdoor area. Children and families who attend travel from the town and surrounding area.

The nursery is open Monday to Friday, from 8am to 6pm all year round, with the exception of bank holidays and a few days over Christmas. Children attend for a variety of sessions. There are currently 326 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language. The setting also offers before and after school care, plus a holiday club during school holidays for children up to 11 years of age.

The nursery employs 34 childcare staff, a cook, two administrative assistants and a caretaker. Of these, 29 members of childcare staff have appropriate early years qualifications at level 3 or above. Five members of staff are qualified to level 2, with two members of staff also qualified in playwork.

What the setting needs to do to improve further

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

- review and develop additional opportunities to promote all children's speaking and listening skills further, by consistently introducing new words and sounds to younger children during their play, and giving older children time to think, describe and talk about their observations and experiences
- build on babies' and young children's developing understanding of themselves and the wider world, for example, by providing mirrors at a low level so babies can see themselves and photographs of familiar people and places.

Inspection judgements

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

Children are settled and enjoy the time they spend in this friendly, child-centred environment. Staff provide a range of activities, which children enjoy taking part in and which are appropriate to meet their learning and development needs. Planning is in place and developed from children's interests and recent experiences. The key person regularly observes children during their play, to identify their next steps for learning, which are linked to the planning, to provide activities to help move the children along their developmental pathway. Staff are adept at recognising where there are gaps in children's learning or where they might benefit from some additional support. Children with special educational needs and/or disabilities and those who speak English as an additional language are fully included and staff are skilled in sensitively supporting them to join in activities at their own pace. Targeted interventions and careful sourcing of additional resources, such as story sacks or visual timetables and prompts, means that children's individual needs are met and all children are making progress relative to their starting points. Partnerships with parents are strong. They contribute to children's initial assessments and frequently share information about children's learning and interests at home. This means that staff are able to provide continuity of care for babies and extend children's learning in the setting, by planning activities that stimulate children's curiosity. Assessment records are formally shared with parents during organised parents' evenings or they are encouraged to access their children's 'learning journey' at any time. Staff have carried out the 'progress check at age two' to enable them to assess younger children's development, which they discuss with parents and act on any areas if there are concerns.

Older children express themselves well. Animated and lively conversations take place between the children and staff during activities. Children listen well in small groups and understand simple instructions and comments made by staff. Younger children's language development is fostered through activities, such as listening to rhymes, when staff use puppets to effectively encourage children to copy and make sounds. However, some opportunities are missed to include words and sounds during everyday play. Staff use open-ended questioning to encourage children to think and express themselves, although, on some occasions do not give enough time for children to put their thoughts into words before offering a suggestion. Consequently, some opportunities to offer additional challenge and extend language development are missed. Children have access to a range of books, which they enjoy looking at together or alone. In addition, they take books home to share with their parents, which further supports their early literacy skills. Children have opportunities to practise early writing skills by accessing activities both inside and in the outside areas. For example, chalk boards attached to the garden fence attract children's attention and they enjoy drawing and making marks.

Babies receive close physical reassurance throughout their daily routine. For example, staff sit on the floor, providing familiarity, a reassuring lap and plenty of cuddles for babies when needed. Babies are learning about the world around them because staff effectively support children's gradual independence in moving and exploration. Babies use their physical skills and developing coordination as they crawl or pull themselves up to standing on sturdy furniture. Staff encourage their drive to stand and walk by offering supportive words and lots of praise when practising their new skills. A range of resources is in place to help children gain awareness of the diverse society in which they live. Although there are some photographs of babies and young children displayed and mirrors are present, these are all at a high level so cannot be easily viewed by babies. Furthermore, babies

have fewer opportunities to see pictures of their special people and their favourite places, in order to learn about themselves and the wider world. Babies explore a varied range of textural and natural materials. They express their delight as they tap together wooden sticks to make sounds and enjoy rolling coloured balls to staff. Consequently, their hand to eye coordination skills are developing and they beam with pride at their own achievements.

Children enjoy being creative and staff plan a choice of craft based activities each day. Children frequently paint. For example, staff set out resources for printing or children develop their own ideas and enjoy finger or hand printing. Children paint and draw freely, talking about what they are drawing, with older children creating recognisable shapes and letters. Opportunities are also provided for children to explore a range of textures and malleable materials, such as dough.

Staff make good use of the restricted time each group is allocated for outdoor play, to promote children's learning. Children learn about the natural environment and are involved in planting and growing activities, recognising ripe raspberries and strawberries growing in the vegetable garden. They thoroughly enjoy digging in sand, soil and compost trays. Children experiment with water, pouring this between different containers or along tubes and pipes with increased concentration. They play imaginatively with their friends in the small house, role playing adult tasks, such as doing the washing and hanging this out to dry. Consequently, children are learning about the world in which they live, making friends and playing cooperatively. In addition, older children are developing the key skills, which prepare them for more structured learning when they move on to school.

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

A well-established and effective key person system helps to promote children's well-being and independence. Staff are supportive of the children and this helps them to form secure emotional attachments. Children demonstrate their feelings of security as they happily interact with staff and seek them out for a cuddle when they become tired. There are good transitions in place, both to move children through the nursery and as they move on to school. Parents are fully involved in the transition process and both their views and children's needs are sensitively accommodated. Key persons communicate effectively, exchanging information on children's needs and interests and planned visits ensure that children become familiar with their new surroundings and staff. This means that children quickly settle into their new room with the support of their new key person. The nursery works cohesively with the schools that children will be moving on to, having already established many effective partnerships with these schools through the out of school provision the setting provides.

Children's health is well protected and there are clear and consistent systems in place to protect them from infection. Children with specific medical conditions or allergies are well supported and effective care plans are in place. The key person system ensures that each baby has a named person to take responsibility for their daily well-being, and who understands children's daily routine and needs. When possible, the key person feeds young babies, changes nappies and settles babies to sleep, to support continuity of care

for very young children. Routine needs are recorded for children under two in diaries, which go home with parents each day. Therefore, parents know when children have been changed, how long they have slept, what food they have eaten and some of the activities they have enjoyed each day. Healthy, nutritious meals and snacks are prepared on the premises. These take account of children's dietary needs and any parental preferences. Older children are now becoming more involved in meal times, such as helping to set tables and clear away. As a result, children are becoming independent in their self-care. All children have daily opportunities for fresh air in the nursery garden. Due to the restrictions of the space available, physical activities are limited. However, in order to provide for children's energetic physical play, children regularly go to the large hall which is equipped with resources for climbing, balancing and sliding. Furthermore, children have space to run, play physical games and dance, while younger babies have an enclosed soft play area. Consequently, children learn to enjoy physical activity, promoting their good health. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. They behave well, understanding the need to take turns and share, because there are effective systems in place to support and encourage positive behaviour and develop children's self-esteem. For example, staff act as positive role models and give lots of praise for all achievements, no matter how small. Children form good relationships with both adults and their peers, with friendships developing among the older children.

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

Safeguarding of children is given high priority. Staff have a thorough understanding of their duty to protect children. There is a comprehensive safeguarding policy and procedures are in place, which are shared with all staff, students and parents. All staff have attended training on safeguarding and this is updated, ensuring that their knowledge is current should they have any concerns. Robust recruitment, vetting and induction procedures are followed, making sure that adults working with children are suitable to do so. This ensures that children are cared for by staff who have the required skills and commitment, enabling children to feel safe and secure. Regular team meetings are held, where new ideas and initiatives are shared and discussed, so these can be effectively implemented into practice. Appraisals and supervision are used to identify any areas for improvement and staff are encouraged to extend their knowledge and expertise by attending training.

Staffing ratios are maintained and staff are assigned to each room, so that consistency in care is provided for the children and parents are able to talk to their child's key person at the beginning or end of the day. The risk assessment demonstrates how safety is prioritised and staff supervision and vigilance as children play and explore, further protects their safety. Clear policies and procedures, which are accessible to parents, support the good care and learning practices throughout the nursery. Records, such as accident and medication recording, are well maintained and stored confidentially.

There is a dedicated, friendly and caring senior management team in place. They are able to identify the strengths and weaknesses of the nursery and are proactive in implementing

any changes necessary to sustain improvement. For example, they are developing outdoor play provision so children have more opportunities to move freely between inside and outside, have changed meal time routines for older children to encourage self-care skills and reviewed the layout and resourcing of some rooms so these better meet the needs of the children. Consequently, children receive an educational programme that has depth and balance, and are learning key skills which help to prepare them to be ready for school and their future learning.

Overall, the nursery has built good partnerships with parents; the staff ensure that settling-in periods meet with parental needs as well as children's. Parents receive initial and ongoing information both verbally and in writing, so they are well informed about policies and procedures, such as regarding nappy changing arrangements and how to make a complaint if necessary. This partnership working between parents and the nursery has a positive impact on supporting the learning and development of children. Parents' views are regularly sought and respected and at least one member of the senior management team is on-site while the nursery is open to manage any issues or concerns raised by parents. Parents in general, provide positive feedback about the nursery, commenting on the flexible transition procedures in place, the friendly, helpful staff, how happy their children are in the nursery and how their children are confident and progressing. The setting works in very close partnership with other professionals and organisations involved in the care and well-being of the children. Regular communication and sharing of information assures continuity in care for the children and supports their families. This multi-agency approach, coupled with the staff's positive attitude, means that where children need additional input, individualised plans are formed in consultation with parents, to ensure that appropriate support is arranged.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY239628
Local authority	Norfolk
Inspection number	923056
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	184
Number of children on roll	326
Name of provider	Caroline Goodhand & Andrew Goodhand Partnership
Date of previous inspection	06/06/2011
Telephone number	01493 600 877

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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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