

# Fun 4 Kidz

28 Moseley Road, BILSTON, West Midlands, WV14 6JE

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 16/10/2013 |
| Previous inspection date | 08/12/2011 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 4 |
|  | Previous inspection:    | 2 |
| How well the early years provision meets the needs of the range of children who attend |                         | 4 |
| The contribution of the early years provision to the well-being of children            |                         | 4 |
| The effectiveness of the leadership and management of the early years provision        |                         | 4 |

## The quality and standards of the early years provision

### This provision is inadequate

- The key person system for children aged under two years is not well embedded and the deployment of staff is not always effective to help consistently meet the children's individual needs. This results in variable care practices that do not consistently support all children's emotional well-being and welfare.
- Staff caring for children under two years are not vigilant enough to ensure children are kept safe and do not follow the nursery procedures in dealing with accidents. In addition, the welfare requirement of recording accidents is not met and children's welfare compromised.
- The available space and use of resources for children under two years is not used effectively to ensure children receive a broad range of challenging and enjoyable experiences across the three prime areas of learning. This results from weak practice and children do not consistently show an interest in what is provided.
- A change of roles and responsibilities in the leadership and management has resulted in gaps in the monitoring of practice in the rooms and the system for managing under-performance is not effective. Consequently, the good practice achieved in the pre-school room is not maintained throughout the nursery.

### It has the following strengths

- Staff caring for children from two years to pre-school age, provide good quality resources, experiences and playful teaching across all seven areas of learning in a stimulating, well organised and safe environment.

## 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.

## Inspection activities

- The inspector observed activities in the play rooms and the outside learning environment.
- The inspector held a meeting with the registered individual and the acting manager of the nursery.  
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account the feedback from parents on the day.

## Inspector

Parm Sansoyer

## **Full Report**

### **Information about the setting**

Fun 4 Kidz Day Nursery opened in 2011 and is run by F.4.K. Limited, a privately owned company. It operates from a large detached house in Bilston, West Midlands. There is an enclosed outdoor play area.

The nursery is registered on the Early Years Register. 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 58 children on roll in the early years age group. The nursery provides funded free early years education for three- and four-year-olds.

The nursery employs 16 staff. Of these, one holds a qualification at level 6 in early years, one at level 4, 12 at level 3 and two at level 2 who are working towards a qualification at level 3 in early years. The nursery receives support from the local authority.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure staffing arrangements, especially for under two's, meet the needs of all children to consistently support their learning and welfare and ensure their safety and supervision
- ensure the key person system for the under two's children is effective to ensure each child is helped to become familiar and confident with the nursery and their emotional needs met
- ensure children, especially in the under two's room, are kept safe at all times by assessing and removing risk more effectively; and being more vigilant when accidents do occur, especially to the head, by carrying out a visual check of the child and monitoring the child over the period of the day to secure their well-being
- keep a written record of accidents and follow the nursery's own procedure for the recording of bumps to the head to ensure children's welfare and well-being is fully secured at all times
- ensure the effective use of planning for under two's children and the use of resources is organised in a way that meets the needs of children and offers a broad range of challenging and enjoyable experiences, especially across the three prime areas of learning, both indoors and outside
- ensure appropriate arrangements are in place for the monitoring of the staff in the under two's room and that there are robust systems used to tackle under-performance, to increase staffs knowledge and skills and improve practice
- improve the roles and responsibilities of the leadership and management by ensuring there is an accurate overview of the nursery and robust monitoring of the quality of care and learning being offered to ensure the good standards maintained in the pre-school are secured throughout the nursery.

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

The educational programmes for children under two years do not consistently provide interesting activities in enough depth or breadth and provide adequate challenge, in particular for the more able children. The two rooms used are not used flexibly enough to offer children the opportunity to explore, increase their curiosity and build on their play as

a broad enough range of resources are not made freely available. For example, the more able children who are ready for more challenge are not able to freely access resources, such as, the sand, water and paint. Therefore, children often show poor levels of interest in what is available and there is lack of adequate challenge for children's learning. Staff do not place a strong enough emphasis on promoting the three prime areas of learning. For example, there are insufficient opportunities available daily to challenge their physical development and this results in children climbing furniture instead. In addition, the routine does not include daily opportunities for children to be outdoors in the fresh air and use the dedicated outdoor area available for their use. There are significant weaknesses in promoting the children's personal, social and emotional development, in particular, when there is a mixed age range with varying needs. Staff do not consistently seize opportunities to communicate and talk with the children to promote their language and communication fully enough.

In contrast staff caring for children, from two years to pre-school age, have a secure knowledge of the learning and development requirements and a full understanding of how young children learn and progress. As a result, outcomes in those children's achievement are good. Staff use the environment both indoors and outdoors very well and outcomes are clearly attributed to the imaginative use of resources and the effective deployment of staff. Staff achieve a good balance of child-initiated and adult-led activities. They make regular observations of what the children do and enjoy and use this information effectively to inform planning. Consequently, children show high levels of interest, concentration and enjoyment during activities. Therefore, they are engaged in active learning and well prepared for school. Children respond extremely well to the routine in place and independently access resources to further develop their ideas.

Older children's communication and language is supported well. Staff place a strong focus on encouraging children to communicate and introducing new ideas and building their vocabulary. Staff ask interesting and challenging questions to make them think. For example, children go outdoors to collect the fallen leaves and easily recall what they have been learning about autumn, such as, the changes in the weather, darker nights and why the leaves have fallen. Children over two years build secure foundations for early literacy. Staff provide an interesting range of resources for children to make marks. For example, a group of children busily use pens, writing pads, a programmable toy and an old computer keyboard at the table, which captures and sustains their interest in writing. Staff skilfully introduce letters and sounds in fun activities, such as, rhyming and listening activities and emphasise the initial sounds of words during activities and general discussion. Books and story props are used exceptionally well and are often linked to the children's interests and the current topic. Therefore, children develop a fondness for books and stories.

Staff organise the routine well to ensure children over two years can freely access the outdoor area throughout the session. This means children freely choose where they want to invest their curiosity and staff use naturally occurring events, such as when it starts to rain as a fun and teaching experience. They have meaningful opportunities to learn about the natural world and people. For example, children have been planting and caring for carrots and potatoes and cress seeds. They begin to celebrate a range of religious festivals and children have opportunities to taste foods and wear costumes from other cultures. Children over two years confidently use the touch screen computer and keyboard to

support their learning and to increase their mathematical learning and literacy. Children have good practical opportunities to consider mathematical concepts, such as when they're baking as they weigh and count the ingredients. They use resources, such as, scales, clocks, shells and a good variety of mathematical games and construction toys to sort, count, measure, weigh, problem solve and recognise numerals. A good selection of arts and crafts materials, sand and water is made readily available for children over two years to use at their own leisure and to design and make their creations. Musical instruments, the role-play area and small world toys are used well to encourage children to increase their imagination. Consequently, children from two years become active and creative learners who enjoy their time at the nursery.

Parents and carers are supported well to become involved in their children's learning. For example, they provide useful information from the start to help staff get to know their children and every term receive a written summary about their children's progress to keep them fully up-to-date and involved.

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

Promoting the children's personal, social and emotional development and care practices are variable and on occasions inadequate for children aged under two years. This is due to the poor deployment of staff caring for children under two, which on occasion's results in a lack of supervision and compromises the children's safety and well-being. The assigned key person system in place in this room takes into account the children's likes, dislikes and preferences and on the whole staff foster positive relationships with their assigned key children. However, staff are not attentive enough to their individual needs. For example, new children to the nursery who are settling are left crying for too long and children are not comforted effectively when they first come in the morning, to help them settle more easily. In addition, although the minimum staffing and child ratios are maintained, on busier days, staff struggle to meet the demands of the varying emotional and care needs of the group. Therefore, this compromises the children care and supervision. The inconsistencies of the use of resources and deployment of staff throughout the nursery means overall the planned goals in children's learning are not achieved consistently enough and use of resources is poor.

Staff in this room are not vigilant enough about the children's safety. For example, they do not take positive and swift action to remove hazards, such as toys on the floor, which are a trip hazard for the children and this often results in children falling over. In addition, when children do fall and or bump their head, staff do not give consideration to checking the children for injury, monitoring the child and making a written record, including the time of the accident. This poor practice is not consistent with the nursery's own policy and practice. In addition, the welfare requirement of recording accidents is not met. In contrast, staff caring for children over two years of age, consistently follow the nursery's policy in relation to dealing with accidents and practice in this room is good.

Children benefit from freshly prepared meals including breakfast, lunch, tea and snacks, which are healthy, balanced and nutritious and prepared on site. Staff place good

emphases on ensuring children have regular drinks throughout the day and babies are provided with water or baby juice, which is appropriately diluted. Parents' wishes are respected and they are able to provide their own drinks and meals, if they wish. All areas are kept clean and hygienic and staff adopt effective strategies, such as, hand washing, using disposable gloves and aprons when changing nappies and wiping tables prior to meals. Children nappies are changed according to their needs and if additional creams are provided by parents, a written record is kept of the time the nappy was changed and the cream used.

Older children learn about staying safe as they play both indoors and outdoors and learn about the benefits of exercise, such as checking their heartbeat after the physical movement session. Despite this, due to the poor staffing arrangements children are not adequately supervised at all times and therefore their safety, welfare and wellbeing seriously compromised on occasions.

Children are appropriately prepared for transition when they move to the over two's room and when they move to school. However, the weaknesses in the initial settling in process when children first start means each child's well-being is not promoted consistently and therefore practice is inadequate.

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

A full inspection was prompted after Ofsted received concerns about the quality of care routines and the quality of attention children receive. The inspection found that promoting the care, well-being and safety of children under two years is inadequate at times. Since the last inspection the deputy has taken on the post of acting manager as the manager is on maternity leave. The acting manager is supported by a member of staff who has the appropriate qualifications and experience to deputise in her absence. However, the acting manager also works with the children and therefore, the monitoring of rooms and practice has not been robust enough. In addition, the systems to monitor under-performance are weak and staff under-performance has not been sufficiently challenged to improve practice. The registered individual acknowledges he has not been as actively involved as he has previously, in overseeing the nursery and providing challenge and support to the acting manager. This has clearly resulted in inconsistent practice across the nursery, which compromises children's well-being, safety and welfare and all children do not receive an enjoyable and challenging learning experience. Overall self-evaluation is weak as weaknesses in practice for children under two years have not been identified. However, self-evaluation in relation to children from two years to pre-school is accurate and the previous recommendations from the last inspection addressed.

All staff have an appropriate understanding of child protection issues and understand their roles and responsibilities in relation to this. They know signs and symptoms of abuse and what to do if they are concerned. There is an appropriate policy to ensure the safeguarding of children in relation to child protection and a designated practitioner has clear management responsibility in relation this. There are satisfactory recruitment

procedures in place to ensure staff are vetted and suitable to work with children. Risk assessment is not rigorous enough to ensure children are kept safe at all times. The leadership and management team do not effectively fulfil their responsibilities to monitor the learning and development and assessment requirements of the Statutory framework for the Early Years Foundation Stage. This includes overseeing the educational programmes for all children, especially for those under two years, to ensure they all make significant progress.

Parents and carers are kept well informed through daily discussions and information displayed about the topics and curriculum. In addition, the notice board and regular newsletters keeps them up-to-date about forthcoming events and any changes to the service offered. Parents and carers spoken to on the day of inspection, report they are happy with service offered. Partnerships with the local feeder schools, other settings and agencies are satisfactory and continue to develop.



## 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>     | EY430823                 |
| <b>Local authority</b>             | Wolverhampton            |
| <b>Inspection number</b>           | 936678                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 5                    |
| <b>Total number of places</b>      | 40                       |
| <b>Number of children on roll</b>  | 58                       |
| <b>Name of provider</b>            | F.4.K. Ltd               |
| <b>Date of previous inspection</b> | 08/12/2011               |
| <b>Telephone number</b>            | 01902 546 113            |

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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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