

Fit N Fun Kids

Plot 10, Tregonigie Industrial Estate, Falmouth, Cornwall, TR11 4SN

Inspection date	21/10/2013
Previous inspection date	09/01/2012

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

- Children form secure, emotional attachments because of the sensitive and skilful support they receive from the staff.
- Staff have a good understanding of their responsibility to safeguard children and of how to appropriately promote positive behaviour.
- Staff continually praise and encourage children which means that children develop good independence, self-esteem and self-confidence.
- Staff provide high quality interaction that motivates and challenges children's thinking skills.
- Staff plan activities effectively to reflect the children's interests, which in turn helps them to make good progress.

It is not yet outstanding because

- Although older children benefit from a good range of sensory experiences, babies and toddlers do not always have free use of sensory materials to promote exploration and investigation using all of their senses.
- Staff have not fully developed the creative use of photographs to strengthen babies and toddlers self-awareness and sense of belonging.

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 viewed the premises, toys and equipment.
- The inspector engaged in discussion with the registered person, manager, staff and children.
- The inspector sampled nursery documentation, children's records and recently completed parental questionnaires.
- The inspector observed interactions between staff and children at play.

Inspector

Jayne Pascoe

Full Report

Information about the setting

Fit N Fun Kids is run by a limited company. It operates from its own premises on the Tregoniggle Industrial Estate on the outskirts of Falmouth, in Cornwall. An enclosed area is available for outdoor play activities. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year, closing for Christmas and bank holidays only. There are currently 140 children attending who are in the early years age group. They live in surrounding towns and villages, and some children also attend local childminders, pre-schools and the 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 are learning English as an additional language. There are 38 members of staff. Of these, eight are office based, 21 have National Vocational Qualifications at level 3 five at level 2, one is an apprentice and three are currently completing training. 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 and was recently reaccredited in July 2013.

What the setting needs to do to improve further

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

- enhance opportunities for babies and toddlers to use a range of sensory materials for free exploration and to encourage investigation using all of their senses
- extend the use of photographs of babies and toddlers with their families, special people and friends to further enhance their sense of self and belonging.

Inspection judgements

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

Staff have a secure understanding of how children learn and develop. They settle children well through use of information gathered from parents about what children know, understand and can do. This knowledge of children's individual preferences, interests and abilities enables their key person to provide interesting and enjoyable learning experiences. This in turn helps them make progress across all areas. For example, babies are eager to play with toys that are out of reach, so staff support their development by

encouraging them to use walking aids, which help them to cross the room without adult support. This promotes their independence and physical skills. Older children make choices about what they will do as staff ask them to make decisions, such as whether they would like to listen to a story or sing songs. This enhances their sense of self-worth and responsibility.

Staff use a good range of teaching aids such as puppets, soft toys and sensory play to engage older children. This increases their interest in activities and encourages them to try new experiences. Staff are creative in their use of toy owls as props to a story to encourage children to explore their feelings and emotions and develop good early reading skills. Some older children explore shaving foam. They spray it out into a large tray and spread it across the surface with their hands and feet. They squeal with delight when it shoots across the room at unexpected angles, creating a splatter effect. Staff join-in enthusiastically, encouraging children to explore the texture, smell and appearance of the foam. Children are happy and confident to explore this activity wholeheartedly. They develop confidence and the ability to negotiate and cooperate successfully with their peers. As a result, older children engage fully in activities and benefit from sufficient challenge in their play. Assessment systems are robust. Staff across the nursery use these consistently to monitor and evaluate children's progress and to identify appropriate areas for their future development. Opportunities for children's assessments records to be shared regularly with parents are in place and there are plans to enhance this further by displaying them at child height in each room.

Children of all abilities make good progress in their learning and development during their time at the nursery. Staff know children well and provide appropriate support, in partnership with parents and other professionals, to promote their learning in relation to their individual starting points. Staff have begun to encourage shared home learning as some children borrow resources from the nursery to use at home with their parents. Children are confident, curious, inquisitive and keen to learn. They learn to socialise and form friendships. Staff teach children to communicate effectively. This is evident through children's facial expressions, body language, rapidly developing language skills and signing. They also develop their physical skills as they dress themselves appropriately for outdoor play. As a result, children are prepared well for their move on to other early years provision and school.

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

Children form secure attachments to their key person and other staff. This helps them to settle easily, separate from their parents at the beginning of the day and develop confidence in their surroundings. Children learn how to maintain their good health as staff change babies nappies promptly and hygienically and older children are taught how to manage their personal care needs independently. All children enjoy healthy and nutritious snacks and meals at regular intervals throughout the day. Children feel safe and secure, as staff are attentive to their needs, reassure them when they attempt new experiences and provide plenty of praise and encouragement for their efforts. Because of these positive relationships, children feel able to share any concerns with staff, confident in the

knowledge that they will take appropriate action. Staff are positive role models and children follow their example to display good manners, consideration to others and helpfulness. Children learn about their own cultures, beliefs and abilities and those of others, so become tolerant and understanding of people's differences. They learn to share, take turns and engage in cooperative play. Strong links with other early years providers and schools help maintain continuity for children attending more than one provision and helps prepare children for the next steps in their learning.

Staff teach children how to keep themselves safe from harm. For example, they reinforce effective daily procedures for moving around within the nursery and outdoors to avoid trips and falls. Children learn how to handle small tools and large equipment carefully and staff promote children's awareness of fire and road safety. They do this through planned activities, visits from professionals and purposeful discussion. As a result, children develop a positive understanding of how to identify and manage everyday risk, which helps to keep them safe. The nursery environment is welcoming, stimulating and comfortable. Although children of differing ages have their own rooms, they benefit from opportunities to integrate during the day, which helps them prepare for their move through the nursery. Most rooms are very well resourced with good quality toys, visual prompts and equipment. However, babies and toddlers do not consistently have opportunities to use a range of sensory materials freely or share photographs of themselves, their family and people who are special to them with others. This reduces investigative and exploratory experiences and opportunities to strengthen children's self-awareness and sense of belonging.

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

Staff have a good understanding of the learning and development and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They also have a secure understanding of the local safeguarding procedures and even the most recently recruited staff are very confident to follow these if required. A designated safeguarding officer is in place who has completed comprehensive training. All staff receive in-house safeguarding training as a priority. A written risk assessment is in place and staff complete daily visual checks on the premises, toys and equipment. This helps to maintain a safe and secure environment. A good range of written policies and procedures are in place to share and agree appropriate practice with parents and staff. This successfully promotes a consistent approach across the nursery. Children participate in regular emergency evacuation procedures to raise their awareness of fire safety. They also learn how to keep themselves safe during daily routine activities.

Assessment systems are robust and are used consistently and effectively to monitor children's progress throughout the nursery. Staff successfully link children's individual areas for future development to activities and interact skilfully to provide good levels of support. As a result, children make good progress across all areas through enjoyable, engaging, and exciting learning experiences. Management and staff liaise closely and effectively with other early years practitioners, parents and agencies to support children. This contributes to meeting children's individual needs. Parents provide very positive

feedback regarding the quality of provision, in particular the friendly, approachable and supportive nature of staff. The registered person is committed to achieving high quality provision. Staff are appropriately qualified and experienced. They demonstrate confidence and competence in their roles and responsibilities. Staff work well together as a team, they are enthusiastic, knowledgeable and confident. Although the nursery is a large provision, staff manage to achieve a relaxed family atmosphere, in which children feel happy, well-cared for and safe.

Leadership and management systems are strong. Robust recruitment and induction procedures are in place for new staff. As a result, recently appointed staff demonstrate confidence and familiarity with the procedures for promoting good practice across the nursery provision. Regular appraisals take place to monitor and maintain the ongoing suitability of staff and to identify further professional development. Staff receive good training opportunities, which help them to keep up-to-date and to extend their knowledge and skills further. Systems for self-evaluation are robust and help to drive continuous improvement in the nursery practice. The provider has addressed the recommendations set at the last visit effectively. This has resulted in improved systems for tracking children's progress and promoting their early reading skills through the use of labels and additional resources. The nursery staff are currently reviewing and improving different programmes implemented across the nursery and looking at new ways to involve and share knowledge with parents, in particular with regard to shared home learning. As a result, they plan to make children's assessment records accessible and provide learning resource packs for children to share with parents at home.

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	EY218833
Local authority	Cornwall
Inspection number	939989
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	75
Number of children on roll	140
Name of provider	Fit 'N' Fun Kids (Cornwall) Limited
Date of previous inspection	09/01/2012
Telephone number	01326 379428

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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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