

Fun 4 Tots

168 Dewsbury Road, OSSETT, West Yorkshire, WF5 9PL

Inspection date

08/01/2014

Previous inspection date

07/11/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

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

- Practitioners often miss children's cues during play and opportunities to promote discussion are sometimes overlooked. As a result, children's preferences for learning and their ideas are not fully explored.
- Not enough consideration is given to learning in the outdoor area. As a result, babies do not have enough opportunities to enjoy outdoor play and access to natural resources for all children is limited.
- Not all staff have a good understanding of the correct procedures to follow should they have concerns about a child because lines of accountability are not made clear to them and this could compromise children's safety.
- The registered person does not take action quickly enough to address areas identified for improvement. As a result, the outside area is not secure enough to prevent access and this means children are not kept safe.

It has the following strengths

- Good partnerships with parents mean they are kept well-informed about their children's learning and this means children enjoy continuity in their learning at home. As a result, they are making sufficient progress from their starting points.
- Detailed information is shared with parents about children's health and care needs and this means their overall well-being is supported.

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 in the three playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the registered provider.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

Fun 4 Tots was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a detached, two-storey building in the Ossett area of Wakefield. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 52 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- make sure all reasonable steps have been taken to prevent access by unauthorised persons to the premises, thus ensuring children are kept safe at all times
- improve planned learning for babies to ensure they enjoy outdoor play on a daily basis unless circumstances, such as unsafe weather, make it inappropriate
- improve practitioners understanding of the safeguarding policies and procedures by making sure lines of accountability are clear to all staff, thus ensuring all practitioners know the correct procedures to follow if they have concerns about a child or the operation of the setting.

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

- develop the use of questioning and discussion to ensure children's ideas are fully explored and they are supported in sharing their knowledge and ideas
- improve learning experiences for all children in the outdoor area to ensure they have sufficient opportunities to access natural resources and to explore the natural environment.

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

Practitioners in the nursery have a sufficient understanding of the Early Years Foundation Stage. This means in general, they can provide children with an appropriate range of activities that capture their interest and support independent investigation, such as babies exploring sensory play using shaving foam. Staff ask them how it feels, holding up their foam covered hands to encourage children who are less confident to join in. However, practitioners do not, always, effectively use their knowledge of how children learn to deliver a high standard of teaching and as a result; cues from children are often missed. For example, when children try to investigate the foam with their feet staff do not always recognise that some children would like their socks removing and this means their curiosity and instinct to explore is not fully supported. Although, children's communications are promoted through adult-led activities, opportunities to discuss ideas or question children are overlooked. This means children's learning while they enjoy play activities is not fully extended. Nevertheless, children demonstrate they enjoy the activity and assessment records show they are making sufficient progress in their learning.

The nursery has suitable partnerships in place with other professionals and the local primary schools. This is an area the manager is keen to promote to ensure all children enjoy continuity in their learning when they move on to school. The nursery works closely with the local children's centre and schools to find out where the gaps are in children's learning. This means they can plan educational programmes that target those areas and prepare children for moving on to school. As a result, children enjoy a suitable range of planned, adult-led activities that concentrate on promoting communication and language, such as story sessions. Small group activities, including song and rhyme sessions, support children's listening and speaking skills. Practitioners use props effectively to promote children's developing understanding of English. For example, they use picture cards to help children choose animals during a singing activity. The nursery works together with speech and language therapists to support communication skills for children who have difficulty communicating using spoken language. As a result, children who enter the nursery below the expected targets for their age are making suitable progress and the gaps for those children are narrowing. Assessments of children's progress completed for children in the pre-school room are sufficient to ensure information shared about children's learning is current and accurate. The required 'progress checks at age two' have been completed and shared with all relevant partners. This ensures children who might need additional support in their learning are quickly identified and early intervention services can be implemented to make certain they receive targeted support when they move on to school.

The nursery has good partnerships with parents. Children's starting points are obtained from them when children enter the nursery and this means practitioners can plan learning experiences that take into account the skills they have already attained. Their interests are updated using 'Thinking trees' that have been introduced in each room and this ensures practitioners are kept up to date with children's learning at home. As a result, children enjoy continuity in their learning. The activities children enjoy and observations of children's progress are shared with parents through discussions each day and parents are confident that staff are knowledgeable about their children's learning needs. Parents feel they are kept well-informed about their children's progress and consider there to be a good balance of independent play and adult-led learning. Children's learning records are available for parents to view and regular discussions with key persons keep them informed about how their child is meeting the expected milestones for their age.

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

The majority of children in the nursery enjoy planned outdoor play sessions in all weathers. They develop physical skills by using equipment, such as ride-on toys and hoops and they learn how exercise keeps them healthy. However, some areas of the garden are not used because they are not well-maintained and this limits children's access to natural resources, such as sand and water play. During children's play practitioners are observant and this ensures they are adequately supervised, thus minimising risks from accidents. Children are encouraged to risk assess for themselves and this means they begin to learn how to keep themselves safe. For example, they learn how to use small tools, such as scissors, carefully.

Children have secure attachments with practitioners and other children in the setting. Parents feel the nursery is relaxed and welcoming and highlight the friendly environment as one of its strengths. When children enter the nursery, they enjoy short settling-in sessions with their parents. This helps the smooth transition and promotes some continuity in their care. Movement between rooms is managed well and staff discuss with parents appropriate times to move children to make sure they are well-prepared. Practitioners are caring and the effective key person system addresses children's need for extra emotional support during periods of change. Partnerships with other professionals mean information that supports the welfare of the most vulnerable children is shared effectively. Children receive good levels of support to prepare them for transition into school. Everyday routines reflect those they will experience in school, such as, finding their names on their coat pegs, setting tables and serving themselves at mealtimes. The Early Years Foundation Stage teachers from some of the local schools visit the nursery to meet them. As a result, children from the nursery are prepared well when the time comes for them to move on to school because they have support from familiar adults. Children who have special educational needs and/or disabilities receive high levels of support when the time comes for them to move on. Key persons attend settling-in sessions with children and their parents and this means comprehensive information about children's individual needs is effectively shared.

The nursery works in partnerships with parents to reinforce boundaries for children who demonstrate unwanted behaviour, such as biting and this means children receive consistent messages. Practitioners use simple, age-appropriate explanations that help children to understand the consequences of their behaviour. This means they develop an appropriate understanding of right and wrong and as a result, behaviour in the nursery is good. Children who attend the nursery develop their understanding of equality and diversity through a suitable range of activities. These include cultural celebrations, small world play and stories. Staff give them simple, age-appropriate explanations about the different needs of others and as a result, children are beginning to understand and tolerate their differences. This is helping to prepare them for the larger social environment they will experience in school. Children enjoy healthy snacks and meals prepared by the nursery cook. Alternative options are available, such as vegetarian meals and this helps them to make choices about the food they eat. Mealtime routines are suitable to the age of children who attend and they are adequately supervised. Children learn about personal hygiene through everyday practises and this means they can attend to their own self-care needs when they move onto school.

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

This inspection was brought forward by Ofsted due to concerns raised about aspects of the operation of the setting. The registered person does not have a suitable knowledge of the legal requirements as set out in the Statutory framework for the Early Years Foundation Stage. As a result, the nursery is failing to meet the legal requirements as set out in the Statutory framework for the Early Years Foundation Stage. There is not enough

consideration given to the importance of outdoor play and this means babies do not have sufficient opportunities to enjoy play in the outdoor environment. Detailed risk assessments are in place to ensure children are kept safe while on the premises and independent health and safety audits ensure the premises are checked regularly and any hazards to children are identified. However, the registered person has not taken sufficient action to address areas for improvement. For example, the gates to the car park are not secure and the registered person has not taken timely action to ensure the problem is rectified. As a result, the nursery is failing to meet the legal requirements as set out in the Statutory framework for the Early Years Foundation Stage. This is also a breach of the Childcare Register requirements. In general, staff deployment in the nursery is sufficient and supervision of children is adequate. Records show that there are adequate numbers of staff working in the nursery at any one time to ensure ratios are maintained.

The nursery has appropriate recruitment and induction procedures in place to ensure practitioners are suitable to work with children and practitioners demonstrate an appropriate understanding of child protection issues. However, lines of accountability within the nursery are not clear. The risk to children is not significant because practitioners show a suitable knowledge of their responsibilities for ensuring children are kept safe. Nevertheless, not all of them understand the correct procedures to follow should they have concerns about a child or about the operation of the setting and this could compromise children's safety. Attendance registers, including the times when children arrive and leave, are completed and practitioners record their hours of attendance. This ensures staff ratios across the nursery are adhered to at all times. Appropriate permissions have been obtained from parents, such as publishing photographs on social networking sites and this ensure children's safety is maintained. There are six members of staff who hold a current first aid certificate, which means that they can give suitable treatment if there is an accident to a child.

The manager supports parents' understanding of the nursery's practice by providing them with copies of the policies and procedures and they demonstrate a sufficient knowledge of the service provided. She is keen to drive improvement and raise the standards of the nursery provision. The monitoring process takes into account the views of children and parents and in general, assessment of strengths and weaknesses is accurate. Through the local authority quality improvement programme areas of weakness are identified and action plans are in place to address them. All practitioners have achieved early years qualifications and demonstrate a suitable understanding of the learning and development requirements. The manager is working with them to raise the standard of teaching and to support them in using their knowledge to provide high quality learning activities for children. The manager is currently developing performance management systems to ensure planned educational programmes are closely monitored, thus making certain children will be fully supported in making good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register).

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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 | EY429690 |
| Local authority | Wakefield |
| Inspection number | 948154 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 39 |
| Number of children on roll | 52 |
| Name of provider | Remlat Ventures Limited |
| Date of previous inspection | 07/11/2011 |
| Telephone number | 01924280147 |

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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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Piccadilly Gate
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