

Fun Frogs Day Nursery

Lacey Green Primary School, Barlow Road, WILMSLOW, Cheshire, SK9 4DP

Inspection date

11/11/2013

Previous inspection date

10/03/2009

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 2

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

- Leadership and management are inadequate because the training and supervision of staff does not place enough emphasis on safeguarding to ensure children's safety and welfare at all times.
- Some staff have a weak understanding of the correct safeguarding procedures. As a result, children are not protected as staff are not fully aware of how to report concerns in relation to child protection.
- Staff do not record children's hours of attendance accurately each day. This puts children at risk, particularly in the event of an emergency evacuation of the building.
- Staffing arrangements are not always evident due to the ineffective system used to identify who has been working as the child's key person each day. Consequently, it is difficult to assess whether staff to child ratios are met at all times.

It has the following strengths

- Teaching is good because all staff engage and motivate children's learning well with a strong emphasis on developing their language skills and links with the local community. This means that children are making good progress in their learning.
- Staff develop effective partnerships with parents to make sure they feel fully involved in their child's care and learning. As a result, children are settled and happy in the setting.

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 conducted a joint observation with the registered provider who is also the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and their action plans.
- The inspector observed activities in all playrooms and the outside learning environment.
- The inspector held meetings with the manager of the provision and had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at a range of documentation which included attendance records for children and details of the key persons, children's learning records and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and from information and feedback included in the parents' comments book.

Inspector

Val Thomas

Full report

Information about the setting

Fun Frogs Day Nursery was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Lacey Green Academy School, in the Wilmslow district of Cheshire and is privately owned. The setting serves the local area and is accessible to all children. The setting opens Monday to Friday, all year round from 7.45am until 6pm. Children attend for a variety of sessions. There are three playrooms and a fully enclosed area available for outdoor play. The after school club use the dining room within the school.

There are currently 109 children on roll, of whom 72 children are in the early years age range. The setting receives funding for the provision of early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

There are currently 14 staff working directly with the children including the registered provider, all of whom have an appropriate early years qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice with a completion date of 24 November 2013 requiring the provider to:

improve staff's knowledge and understanding of safeguarding procedures in order to protect children by ensuring training and supervision of staff has a clear focus on safeguarding and by reviewing their understanding on a regular basis

keep an accurate record of children's hours of attendance on a daily basis to enable staff to keep children safe at all times.

Inspection judgements

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

Despite concerns regarding children's safety and well-being, teaching is of good quality throughout the nursery and staff are continually promoting children's learning. The environment is well-resourced and organised effectively to stimulate children's interest. As a result, children are happy, engaged in their learning and show good concentration

during activities. High priority is given to developing children's language skills through implementing 'Letters and Sounds' and a local authority language programme. Parents are actively involved in the language programmes to ensure children's learning is promoted both at the setting and at home. Staff skilfully support children's thinking through the use of open-ended questions and provide a running commentary for younger ones to extend their vocabulary and encourage new words. For example, when listening to a story older children confidently answer questions about the hedgehog and what he is doing and those in the 'Frogs' room explain what has happened to the fence as they play with the farm. Babies have lots of fun as staff sit with them on the rug to sing nursery rhymes. They find the objects in the bag to link to a rhyme and engage well in the actions, rolling their arms pretending to be the wheels on the bus and using words, such as 'beep beep'. The nursery has 'borrow bags' that the parents can take home with activity cards and props to promote children's language skills in the home. Older children demonstrate good listening skills as they match the sounds to the pictures on their cards, concentrating very well so that they can be the first to put their counter on the picture. They confidently engage in conversations about the pictures, talking about what pets they have got at home and that they have a toy piano like the one in the picture.

Staff's thorough understanding of the seven areas of learning enables them to challenge children's learning continually through play and they plan activities that cover all areas. For instance, when reading the story, they ask children to count how many bats and badgers there are and to compare if the amount is the same. They extend this further, adding one more, asking them, 'Are there more or less in the group?' Children show good understanding confidently saying that there are more. In the 'Frogs' room they learn about the different patterns they can make in the sand using the equipment and can easily distinguish between a wavy and a straight line. Activities are well-planned with a clear balance of child-initiated and adult-led activities. The many interest areas within the rooms ensure children are engaged well and that they are making good progress in their learning. There are good opportunities for them to develop their imagination through the motivating role-play areas. In the 'Toads' room, the area is linked to the children's favourite stories and there is a good range of props to extend learning. Staff provide a wide range of sensory activities for children to explore and develop their free expression. Babies enjoy swirling their hands in the sand and there are many paintings displayed. A key strength of the setting is how staff help to develop children's understanding of the world with strong links within the local community promoted. For example, children visit a nearby building site where new houses are being erected. They have observed how the houses are built and have been invited to the official opening by the site manager. They have been to a local pizza establishment to make their own pizzas, which were later delivered to the setting. Staff encourage children to talk about these events and at lunchtime they are eager to say what their favourite pizza toppings are, such as 'chorizo'.

Staff implement comprehensive systems to observe and assess children's learning. Observations are completed regularly and clearly identify children's next steps in their learning and these are all recorded in their learning journals. They know their key children well and plan activities to support their further development encouraging their next steps during play, which ensures they continue to make good progress. Staff discuss children's development with parents when the child first starts to enable them to have a sound understanding of their starting points. Every six weeks staff assess children's development

towards the early learning goals using a 'Current interests and achievements' record. This clearly shows that children are making good progress in their learning and account is taken of their learning in the home. This record also identifies how staff and parents can further support the child's learning and parents' comments show that these are regularly shared. It is used for the progress check at age two to fully inform parents. Staff are proactive at involving parents in their child's learning. They have bags with resources that parents can use at home linked to creating communication friendly areas, such as dens, to further promote children's language skills. Staff prepare children well to ensure they are ready for school. They are encouraged to practise their writing skills and some children are very skilful in writing about their pictures. For example, they have written captions for the pictures of their houses and take books home so that they can write about their weekend. Children write letters and have posted one to the queen following up on a child's interest as they had visited Buckingham Palace. Children were very excited when they received a reply. They manage their self-care well, putting on their own coats to go outside and going to the toilet independently.

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

Children's well-being is seriously compromised because of the inaccurate record keeping of children's attendance. In the event of a fire evacuation staff will not be able to ensure that all children are accounted for. The lack of recording of staff's attendance on many occasions means that it is often not clear who has been working as the child's key person and whether the staff to child ratios are met at all times. The poor organisation of the key person system does not demonstrate whether staff are deployed effectively to support children's emotional stability. As a result, children's safety and welfare is inadequately promoted. The weak knowledge of staff with regard to safeguarding procedures further compromises children's safety and well-being. At other times staff support children in their understanding of keeping themselves safe. For instance, staff explain to children that they should not climb on the chair or they will fall and hurt themselves and they tell children to be careful of others when riding on their scooters outside. Behaviour is managed appropriately within the setting. There are clear boundaries set and staff use praise well to recognise children's efforts. In the 'Toads' room there is a chart where children's achievements are recorded and an area where staff display children's names who make them happy. The use of a traffic light system is used to remind children about the noise level in the room and children say that they 'need to use their indoor voices' if it gets too loud. Staff regularly tell children 'well done' as they play with their peers, for example, when they share the chinks in the 'Frogs' room. Children's physical skills are developing well. They enjoy being outside and being able to run around and use the equipment appropriately. External agencies are used to further promote healthy lifestyles for children as they take part in various sports activities and learning how to use equipment safely.

The key person system is securely embedded in practice in the nursery; and it supports children who are new to the setting and through daily activities. They liaise with the parents when the child first starts at the nursery to gather information on the child's care routines and learning, which enables the settling-in process to go smoothly. Communication books are used to keep parents informed on a daily basis about the care of their child and daily discussion takes place. Consequently, children are settled and have

positive relationships with the staff. Staff in the 'Tadpoles' room support the babies well. They provide close physical contact when needed to help soothe them and help them to feel emotionally secure. Children are confident to express their needs, asking for what toys they want and have individual attention where needed to support their continual progress. Children in the after school club have not had a stable staff group over the past two months, however, action has been taken to address this to provide more stability for the children as they are cared for by adults who become familiar to them. Clear procedures are implemented to support children when they move to another room. The key person ensures all relevant information is shared with the new staff and children are supported when they go for their visits to the new room. Transitions to other settings, such as school are effectively supported. Children in the 'Toads' room regularly attend events at the local school, such as assemblies and this prepares them well for the move. Staff talk to them about their new schools and who their new teacher will be and information is shared with the relevant people to ensure children are fully supported.

The nursery is warm and welcoming with a good range of resources to motivate children's learning. Children have their own age-appropriate group room, which helps children to feel secure. There are outdoor areas available for each age group and there are artificial grass and safety surfaces in place in some of the areas to enable children to play safely. There is also a large grassed area for children to explore. Resources within the rooms are easily accessible in low-level storage units and labelled boxes and baskets. This encourages children's independence and enables them to make choices about their play. Their independence is encouraged further as they fetch their lunch from the dinner trolley, carrying their plate safely to the table and when they have finished they put their cutlery into the containers and carry their plate back to the trolley. Meal times are a very social time as staff sit with the children to encourage conversations and support their needs appropriately. Healthy foods are provided at snacks and lunches, which helps to develop children's understanding of healthy eating habits. Routines for washing hands are effectively implemented to enable children to become aware of how to promote their health.

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

Safeguarding procedures within the nursery are inconsistent, and therefore, children are not adequately protected. Some staff are not clear about the procedures for reporting child protection concerns, including if there is an allegation against a member of staff, although the designated lead for safeguarding fully understands their role. As part of staff induction staff read through the safeguarding policy, however, their knowledge has not been consolidated through further training and safeguarding is not included as part of the focus for supervisions of staff. Children's safety is seriously compromised further because of the lack of accurate recording of children's attendance. On some occasions, children are not marked in when they have attended during the day and there are many times when their departure has not been recorded. This is a breach of the requirements for the Early Years Register and the Childcare Register. This inspection was brought forward due to concerns raised about staff ratios and deployment. The lack of accurate information recorded with regard to who has been caring for each group of children means that it is

difficult to assess whether ratios have been met at all times. However, the registered provider confirmed that staff to child ratios are always met. She acknowledged that there has been some inconsistency in staffing for the after school club, which has now been rectified due to the appointment of new staff. A previous action has been set in relation to recording staff attendance to show that ratios are met following previous concerns raised. The provider has failed to implement this effectively, although acknowledges how serious this is. However, too little action has been taken to address these issues and this results in inadequate care for children. Parents spoken to on the day did not express any concerns about the number of staff available to work with children. There are suitable procedures in place for the recruitment of staff. Relevant checks are carried out, which include references and Disclosure and Barring Service checks. Appropriate procedures are implemented for new staff who are waiting for checks to come through as they are never left unsupervised with children. Policies and procedures are in place to support the running of the setting and all areas are safe and secure. Self-evaluation procedures are in place and this ensures the quality of teaching and learning is good but has failed to identify other practices in relation to the safeguarding and welfare requirements which are weak. As a result, children's safety, welfare and well-being are not given sufficient priority.

There are clear procedures in place for the monitoring of teaching and learning within the setting. The manager has a good overview of the progress children are making and is constantly reviewing practices in view of how different groups of children learn. For example, there are more writing opportunities outside as boys show that they are more likely to become engaged in practising their skills in the outdoor area. Regular observations of teaching takes place by the management team and peer observations have been introduced to further develop practice. Consequently, children are making good progress in their learning due to the effective teaching skills of staff. There is a suitable level of childcare qualified staff and the majority have a current paediatric first-aid certificate. The training programme implemented has a strong focus on teaching and learning and how this can be improved. For example, many staff are trained in 'Letters and Sounds' and a local authority training programme to promote language for two-year-olds. As a result, most children are confident speakers. However, the training programme has had insufficient focus on developing staff's safeguarding knowledge.

Partnerships with parents are a strength of the setting. There is a clear exchange of information in relation to children's care and learning each day. There is a wide range of information displayed for parents to view in the main entrance and in the children's play rooms. Regular open evenings are held and parents are very much welcomed into the setting to take part in activities at the 'Stay and Play' sessions held each month. All parents spoken to on the day of inspection are happy with the care for their children and feel that they are making good progress in their learning. There are clear systems in place for working in partnership with other agencies to ensure children are fully supported. Staff attend external meetings with parents to ensure that they can fully support children with special educational needs and/or disabilities. Regular contact is made with other settings that children attend to enable staff to complement children's care and learning to ensure it is consistent.

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:

- keep a daily record of the hours of attendance of children looked after on the premises (compulsory part of the Childcare Register).
- keep a daily record of the hours of attendance of children looked after 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	EY360904
Local authority	Cheshire East
Inspection number	938927
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	109
Name of provider	Fun Frogs Day Nursery Ltd
Date of previous inspection	10/03/2009
Telephone number	01625 441 798

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

