

# Fun-2-Sea Nursery

Brampton Abbots C of E Primary School, Brampton Road, ROSS-ON-WYE, Herefordshire, HR9 7DE

<b>Inspection date</b>	21/02/2014
Previous inspection date	09/08/2011

<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

- Children are not fully protected as staff fail to follow nursery policy on the use of mobile phones.
- Children's safety is compromised as the owner has neglected to ensure that there is a named deputy on site in the absence of a manager.
- Children's development is not fully supported as staff do not understand how children learn and develop.
- Children are not provided with an educational programme that provides sufficient interest and challenge and the quality of teaching is not monitored sufficiently to identify this weakness.
- Children with additional needs are not fully supported as planned activities do not meet their developmental stage or provide them with a sense of achievement.

### It has the following strengths

- Children settle well at the nursery as a key person system is in place and staff form close attachments to children.
- Children behave well as staff provide them with clear boundaries.

## 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 playroom and the outdoor play area, including a joint observation with the deputy manager of the nursery.
- The inspector held meetings with the manager and the deputy manager of the nursery.  
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents, carers and children spoken to on the day.

## Inspector

Jacqueline Hardie

## Full report

### Information about the setting

Fun-2-Sea Nursery is privately owned. It was registered in 2011 on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. The setting is situated within the Brampton Abbots area of Ross On Wye. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one member of staff with a degree in Early Years. The setting opens Monday to Friday from 7.45am until 5.30pm and children attend for a variety of sessions. There are currently 52 children on roll, of whom all are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and children who speak English as an additional language.

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

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

- develop robust safeguarding practices that ensure children are protected at all times
- ensure there is always a named deputy who is capable of taking charge on site in the absence of the manager
- develop an education programme that provides sufficient depth and breadth that supports children in their next stage of development and considers the styles of learning of all children
- improve learning experiences for children with additional needs to ensure they have a sense of achievement in their learning.

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

- develop effective monitoring of staff practice to ensure gaps in knowledge are identified to ensure the needs of children are met.

## Inspection judgements

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

Children make unsatisfactory progress from their starting points. This is because staff have a poor understanding of how children learn and develop. Planned activities do not meet the interests of children and do not provide adequate challenge. This results in some children lacking enthusiasm for learning. Planning systems are in place. However, although children's next steps in learning are identified these are not consistently used to inform planned activities. As a result children's development needs are not fully supported and activities are not always matched to their stage of development. Although the learning environment does cover the seven areas of learning staff do not organise resources or activities that stimulate and engage the children. For example, as a children arrive at the nursery the only activity set up for children is to watch a cartoon on the interactive whiteboard. This limits opportunities for children to become creative independent thinkers.

Children do not fully engage with activities as staff do not understand children's learning styles. For example, during a story time staff do not recognise that the youngest children lose interest quickly. They continue reading a story, which results in children becoming restless and disengaged. This has a direct impact on their willingness to learn. Early mathematics skills are adequately supported as children take part in a cooking activity. However, there are missed opportunities to support children's language and communication skills as staff working with children use closed questions that prevent children developing conversation skills. Children with additional needs are not well supported as staff do not have the knowledge and skills to plan activities that will support their development. For example, at snack time all children find their name cards and are asked to trace over the letters in their names. Some children find this difficult and staff fail to provide the correct support to give children a sense of achievement. Children are encouraged to be independent as they put on their own coats to go out to play and pour their own drinks at snack time. This helps to support children in becoming ready for school.

Children's transitions between nursery and school are suitably supported. Teachers are invited in to work alongside the children and staff share important information with them from children's development and assessment records. This ensures the school receives some basic information about the children's next steps. Partnerships have been developed with parents. Information is shared on a daily basis with them through discussions and written diaries. They also have access to their children's development records and are invited to add their own observations. This helps to celebrate children's achievements at home and nursery. Parent's meetings are held, when staff and parents spend time discussing the needs of children and any further support that they may require. This ensures there is an effective two-way exchange of information.

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

Children's well-being is adequately supported through a key person system. This allows children to feel safe and secure. Transitions between rooms are given some thought. Settling-in sessions in their new rooms ensures children are provided with time and support to adjust to their new environment. Parents are invited into the nursery, and this allows them to become familiar with new routines and the new key person. This helps children settle and builds relationships between the key person, children and parents.

Children are taught about the importance of leading a healthy lifestyle and have plenty of opportunity to spend time in the fresh air outside. Children are provided with a range of healthy snacks. Children help themselves to water throughout the day, which means they remain well hydrated and comfortable. Staff successfully encourage children to look after themselves and develop their independence. For example, children put on their aprons for messy play, learn to put their rubbish in the bin and independently wash their hands after using the bathroom. These developing skills go some way towards preparing children for school.

Children are encouraged to behave well as staff provide them with clear and consistent boundaries. Children throughout the nursery are encouraged to share, take turns and work as part of a group. They are taught how to keep themselves safe as the manager practises regular fire drills with them. Children demonstrate what to do when the alarm sounds and how to exit the building in an emergency.

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

The nursery has failed to fulfil their legal responsibilities of ensuring there is a named deputy on site when the manager is not present. This impacts on children's safety and well-being as there is no senior staff member there to take charge. This is a breach of a legal requirement. All of the staff team have a satisfactory understanding of their role and responsibilities in relation to protecting children. For example, staff are aware of the signs and symptoms that a child may be at risk of harm and the procedures to follow in the event of concerns. However, although there is a policy in place regarding the use of mobile phones, this is not well implemented, which puts children at risk. For example, staff use their personal mobile telephone in the room with children. There was no manager or deputy on site to correct this practice. This has a potential to impact on the safeguarding of children.

The manager carries out staff appraisals and supports them to access a range of training courses. However, staff are not effectively monitored and the manager does not sufficiently check the quality of teaching. For example, gaps in staff's knowledge has resulted in an educational programme that does not reflect the needs, aptitudes and interests of the children. The manager demonstrates through self-evaluation that she is keen to improve the nursery. For example, she has devised a development plan and has included the opinions of staff and parents. However, priorities for improvement are not clearly identified and this has a direct impact on the learning, development and safety of children.

The nursery has developed relationships with parents and through discussion they demonstrate that they understand the benefits of working in partnership with them. Staff show a positive attitude to forming relationships with outside agencies to support children with special educational needs. This enables the nursery to draw on their expertise and provide support for these children.

### **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
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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

<b>Unique reference number</b>	EY414286
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	874309
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	23
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Kerry-Ann Jones
<b>Date of previous inspection</b>	09/08/2011
<b>Telephone number</b>	01989 762 862

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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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