

Fun Frogs Day Nursery

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

Inspection date

09/05/2014

Previous inspection date

11/11/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	1
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

- Teaching is outstanding as staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children are enthusiastic and motivated learners who make excellent progress.
- Emotional security of the children is given a high priority by all staff. Consequently, children settle quickly into the nursery, are happy and become confident learners who are very well prepared for the next stage in their learning.
- Children's health, safety and well-being is very well promoted at all times, through the comprehensive safeguarding policies and procedures in place, which are implemented by staff and thoroughly monitored by management.
- Management and staff work well as a team, to continuously improve the quality of the provision. Everyone is involved in the evaluation of practice and implementation of identified improvements. As a result, staff are enthusiastic and motivated, benefitting the children's experiences and ultimately, their progress.
- Partnerships with parents are exceptional. As a result, opportunities for parents to share information about their children and to become actively involved within the nursery are promoted continuously.

It is not yet outstanding because

- There is scope to enhance the already good reflective practice to include peer-on-peer observations to enhance and extend the existing excellent standard of teaching.

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 had a tour of all indoor and outdoor areas of the nursery.
- The inspector observed activities in the three playrooms and the outside learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the setting and spoke to staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, a selection of policies and procedures and health and safety documentation.
- The inspector checked evidence of suitability and qualifications of staff 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

Sharon Lea

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 premises in the grounds of Lacey Green Primary Academy School in the Wilmslow district of Cheshire and is privately owned. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there are enclosed areas available for outdoor play. The after school club use the dining room within the school. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at levels 2 and 3. In addition, two staff hold early years degrees at level 6 and one holds Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 120 children attending, 84 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- extend the programme of peer observations to enable staff to review and reflect on the quality of their own and other's practice, to enhance and extend the existing excellent standard of teaching.

Inspection judgements

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

Teaching is outstanding because staff are highly experienced, enthusiastic and clearly enjoy their play and interactions with the children. Staff fully understand how to promote children's learning and expertly support and extend this at every opportunity, encouraging them to develop critical thinking skills and become active learners. For example, a visit to a local building site to see new houses being built initiates a whole exciting topic on homes that people live in and the machinery used in their construction. This involves looking at the different types of homes in their local community and beyond, transforming the role-play area into a construction site and discussions about who lives with them in their own homes. Regular visits to the building site have enabled the children to view the progress of the building work at each stage and to learn about the different types of machinery used and how these work. A reflection of the positive behaviour and enthusiasm of the children on these visits, has resulted in them being invited by the building company as special guests to the official opening ceremony. An exceptionally varied range of activities and experiences are planned and provided for the children, both indoors and outdoors. These

experiences are based upon the children's current interests and next steps in learning, identified through the ongoing observations, which staff make of the children during their play. These wonderful responses by staff, to the things that are important to each child, promotes a love and enjoyment of learning and helps them to make rapid progress in their learning and development. Each member of staff is very confident and knowledgeable about child development and they competently assess children's progress to ensure that all areas of their learning and development are being provided for. Teaching is exceptional, as staff are constantly attuned to what the children are doing and when it is appropriate to intervene to support and extend their learning opportunities further. As a result, children are confident, enthusiastic and highly motivated learners who make excellent progress and develop excellent skills for the future.

All staff understand the importance of supporting children's communication and language skills at all times. Staff provide excellent commentary and open questions to children during their play, to engage children in practising their language skills. Children are not hurried to give a response and are clearly given time to think about what they want to say. Staff obtain key words from parents, to help children who have English as an additional language. In addition, they use visual cues, such as photographs of the bathroom or a drink which also support those who cannot yet verbally communicate, to make choices and to express their needs. During song sessions, toddlers enjoy using props from the song bags, such as laminated currant buns and coins, to bring the songs alive. This also aids their mathematical understanding as they learn to count backwards from five to one, developing their knowledge of subtraction. Older children explore higher numbers, through counting how many children there are in the circle. This is extended by staff who develop children's understanding of subtraction and more and less. They do this through opportunities, such as comparing with the children how many of them have scooters and how many have bikes, asking the children about the difference in the numbers.

Teaching is intrinsically built into everything that takes place, often developing from comments made by the children and as a result, learning is meaningful as well as being fun. A wide selection of books and reading materials are readily available and children enjoy the one-to-one experience of sharing them with staff or participating in group story time. Older children use a wide range of factual books to support their learning about the life cycles of butterflies and frogs. These aid their understanding of the stages, which the caterpillars they are currently cultivating will go through, before they become butterflies. After helping staff to feed the pet snails, they look at a book about snails together, clearly linking this to their practical experiences. This supports them extremely well, in understanding that books can be used as a source of information, in addition to telling stories. The whole environment is rich in print and staff encourage children to draw and write, both inside and outside in the garden. Letters and sounds sessions are delivered with all ages and by the time children are in the pre-school room, they have advanced to segmenting and blending sounds. Babies enjoy lots of sensory experiences, such as playing with jelly, gloop and paint. This develops their physical skills and provides early mark making opportunities. All of these opportunities support children's developing literacy skills extremely well, in readiness for the next stage in their learning, such as school. Children use their creative skills and explore media during art and craft activities where they have free access to paper, glue, scissors and pencils. Staff provide an extensive

range of opportunities for children to seek out patterns, count, sort and match through a range of games, construction toys and everyday routines. Opportunities to learn about information and communication technology are supported through a range of programmable toys and computers. Additional opportunities to develop understanding of information and communication technology and the wider world are provided by staff, who involve the children in taking photographs on walks in the environment and to places of interest.

Systems to assess children's starting points and ongoing progress are well-established, robust and include all those involved in their learning. Staff engage parents, carers and others in children's learning and development, providing regular opportunities to discuss children's needs and progress. They are fully aware of the requirement to provide parents with a progress check when their child is aged two and complete these where necessary. Parents receive regular, highly comprehensive feedback helping them to feel included in their child's learning. For example, they are provided with both daily feedback and more detailed learning and development summaries periodically, showing them what their children have achieved. They are invited to attend parents' meetings with their child's key person on a regular basis and can view their child's learning journal at any time. Observations which parents have made at home of their children or photographs showing them engaged in new skills or experiences are enthusiastically received, through the communication books provided by the nursery. In addition, parents have easy access to a wide range of information about activities and learning objectives within the setting. This extends to a range of activity bags, which they are able to share with their children at home. Consequently, parents are fully included and are helped to understand how to further support their children's learning at home.

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

Children are very settled and extremely happy in this welcoming setting. They develop good relationships with one another and the staff, who are caring and take time to get to know each child and their unique needs. This is supported through the well-established key person system in place and the flexible settling-in sessions, where parents slowly build up the time their children spend at the nursery. Parents comment that their children settle quickly and are happy to attend, which results in them being confident to leave their child in the care of the staff. Parents share information with staff about their child's care needs, interests and achievements on entry to the nursery. Therefore, staff are able to appropriately support the child's needs and provide for their interests from the outset. As a result, children develop strong and secure emotional attachments with the staff. This enables them to confidently explore the environment, enjoy their time in the setting and make good progress in all areas of their development and learning. Similarly, transitions between rooms within the nursery are equally well supported, in partnership with parents and the new key person. This ensures that children's needs are consistently promoted and well supported. Older children are fully prepared for their move into the school environment because nursery staff ensure that they are confident and fully prepared intellectually, socially and emotionally. Staff arrange for children who are moving to the on-site school to visit frequently for lunch and events, such as sports day or school plays, so that they are aware of where they will be moving onto. This move is further supported

through the sharing of information relevant to each child regarding their progress and individual personalities and needs and an invitation for teachers to visit the children in the nursery, whichever school they are moving onto. As a result, children make the move in to full-time education more easily because of the positive steps taken to ease their transition.

Toddlers and older children develop their independence in self-help skills extremely well. This is because staff know the children very well and recognise when they are ready to take responsibility, such as managing their own toileting and hygiene needs or putting on their own coats for outdoor play. Children are encouraged to serve their own meals, pour their own drinks and clear away their plates and cutlery when they have finished. They do this very competently because staff provide them with sufficient time and positive encouragement, enabling them to achieve this and to develop their self-confidence. At snack times, children help to prepare these, for example, spreading butter onto their crackers and adding cheese, aiding their developing physical skills in using small tools, such as knives. An understanding of the importance of hygiene is fostered from an early age, through staff ensuring that children wash their hands after using the bathroom, before meals and after outdoor or messy play. It is evident that because children have daily opportunities to manage these skills for themselves, they learn to do these competently, enhancing their sense of achievement. Therefore, they develop valuable skills which will benefit them throughout life.

Children of all ages benefit from interesting and enabling learning environments indoors and outdoors. High quality toys and equipment are in good order and freely accessible to all children, enabling them to make choices about what they would like to play with. Each of the three age ranges have well-organised facilities, enabling babies, toddlers and young children to move around freely and to experience different opportunities. All rooms have quiet, cosy spaces which enable children to look at books, have a rest and develop their communication skills with one another. Displays celebrate children's creativity and the many photographs on display and in their learning journals celebrate the skills they have used and the learning gained from these experiences. Positive behaviour is highly evident and children happily play together as staff are good role models who provide a calm and caring environment. Children throughout the nursery are encouraged to be kind to one another, share and take turns and respect one another through good listening. Older children are encouraged to behave positively through the 'who is making our class happy or sad?' system in place. This enables them to reflect on any warnings about their behaviour, through their name moving from the happy to sad side of the board. Children are, therefore, supported to reflect on their behaviour and have the opportunity to self-regulate this, resulting in them making positive decisions and choices about themselves. This results in children being polite and respectful, and confident to communicate their ideas with others. Toddlers are encouraged to share how they feel, using pictures on the feelings board to express this. These personal skills in managing their emotions and developing positive relationships support children extremely well towards the next stage of their learning, such as school.

Children of all ages enjoy daily fresh air and exercise, developing physical skills and confidence as they enthusiastically play in the outdoor environment. The provision of waterproof suits and wellington boots ensures that children can benefit from outdoor play throughout the year, in all weathers. Children practise their physical skills through the use

of small equipment, such as bats and balls and larger equipment, such as, scooters, stepping stones, crates and tyres which they are able to move around freely. Opportunities to learn about nature and the world around them are provided through growing flowers and vegetables, such as potatoes which the children harvest and eat. A giant bug hotel, built by the children and digging areas provide a wealth of insects for the children to identify and explore through the use of magnifying glasses. Outdoors, children learn how to take risks safely as they have resources, such as crates and tyres which they can move around. As a result of some children's interest in riding scooters, the nursery employed a company to deliver a safety awareness course to the children. This was successful in developing their understanding of how to negotiate obstacles, ride their scooter safely and how to stop. Consequently, many more children started to ride scooters at home, therefore supporting the development of healthy lifestyles. The introduction of an initiative called 'pants are private' is supporting older children well, ensuring that they understand their rights to privacy and how to protect themselves from potential harm from others. Snacks and meals provided by the nursery chef are well balanced and nutritious and all dietary needs are very well catered for. Hygiene standards are highly maintained and the kitchen has achieved a five star rating from the environmental health agency, the maximum achievable. Meal times are social occasions for babies and children, who are encouraged to feed themselves independently, as soon as they are able. Because the children self-serve their meals, this enables them to have portions according to their appetites and individual preferences, and also supports them to try other foods which they may not have tasted before. Topics and discussions on healthy eating, support children's developing understanding of healthy choices.

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

The management team have a good understanding of their roles and responsibilities in ensuring that the setting meets the requirements of the Statutory framework for the Early Years Foundation Stage. A wide range of policies and procedures, risk assessments and safety measures are all in place, implemented by staff and monitored by management. These are reviewed through a 'policy of the month' system or when it is identified that amendments or additions need to be made. Detailed accident and medication records are maintained and signed by parents, keeping them informed at all times. Information from accident records is used to further assess potential risks, review existing risk assessments and to inform staff practice. Staff carry out daily risk assessments, indoors and outdoors, helping to ensure that the environment is free from hazards and that resources and equipment are safe for the age range of children using these. Staff's knowledge of the safeguarding procedures is strong and they have a clear understanding of their role and duty to report any concerns they may have about children or their colleagues. The written safeguarding policy contains detailed information of the procedures to follow should any concerns about a child be identified, and information is evident in every room to support staff in making a referral to the appropriate agencies. Training and regular questionnaires ensure that staff maintain their knowledge of child protection and support management in identifying any further training requirements. Policies and procedures are shared with parents when first joining the setting and are accessible at all times. Parents express high levels of confidence, that their children are safe and protected from harm. Thorough

recruitment procedures are in place to ensure that new staff are suitably qualified and vetted. On appointment, a detailed induction process is carried out, supporting new staff to settle into the setting and enabling them to fully understand their roles and responsibilities. All of these measures in place, ensure that effective steps are taken to minimise risks and to keep children safe, healthy and secure.

Staff benefit from established supervision and appraisal processes which are used to identify support, highlight training and meet their development needs. A system of peer observations is in place whereby room leaders observe the practice of their staff teams and the manager observes the room leaders. There is scope, however, to support staff development further, through enabling staff to carry out peer observations on colleagues in other rooms in the nursery. Staff receive mandatory training in safeguarding, first aid and food hygiene and attend additional courses provided by the local authority, when these are available. It is evident that staff training has a very positive impact upon the setting, as staff demonstrate how they have put ideas they have gained, into practice. For example, developing 'communication friendly spaces' bags for parents to take home, to further develop children's communication opportunities. The nursery benefits from a staff team who are well qualified and highly experienced. Staff turnover is low, reflecting the level of happiness which staff have in their roles and their motivation to provide the best possible outcomes for the children in their care. Evaluation of the setting's strengths and areas for development is ongoing and involves contributions from staff, parents and children. Parents are welcome to share feedback verbally, through the comments book at any time and through annual questionnaires. The nursery has ongoing improvement plans and staff work well together to achieve identified developments, such as developing the outdoor areas. This demonstrates the aspirations of the staff team to continuously improve the quality of the provision. At the last inspection by Ofsted, the nursery received a number of actions to improve and a subsequent monitoring visit. The manager has been highly proactive in addressing these actions, such as implementing effective changes in children's attendance records, updating safeguarding training for all staff and implementing systems to regularly review their safeguarding knowledge. As a result, the children's welfare is ensured. Systems are in place to monitor children's progress through their learning journals. This means that management are able to identify those who are making good progress and that any gaps in learning or the provision can be addressed swiftly. The management team are highly involved within the childcare rooms, engaging in play with the children, modelling good practice to the staff and ensuring that the environment and the planning systems are supporting the children to make the best possible progress in their learning and development.

Effective partnerships between parents and staff are well established. This ensures that each child's care and learning needs are well met throughout their time in the nursery. Parents report that they are very happy with the standard of care that their children receive. They share that they can identify the benefits of their children attending the nursery, due to the progress they are making in their learning and development, such as language and confidence skills. Daily written and verbal information is shared with the parents of babies and toddlers. In the older children's room, verbal information is shared each day and a weekly communication book keeps parents up to date with activities their child has enjoyed and provides ideas and activities for parents to carry out at home with their children. This ensures that a two-way flow of information is encouraged between

parents and staff, keeping everyone informed and up to date about the children's needs. Parents receive regular newsletters and other information through an established email system, a range of information through noticeboards and receive frequent updates on their children's progress. Parents are also encouraged to participate in the life of the setting through attending stay and play sessions and events, such as, Mother's Day afternoon tea, father's lunches and annual nativity plays. Effective partnerships with external agencies and local schools are also well established and contribute securely to meeting children's needs. Staff work well with health and education professionals, to support children who have additional learning or development needs. The nursery has positive links with the on-site school, meeting regularly with teachers to ensure that the teaching in the nursery complements that of the school and that children's move on to school is a positive one.

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	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	971842
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	120
Name of provider	Fun Frogs Day Nursery Ltd
Date of previous inspection	11/11/2013
Telephone number	01625 441 798

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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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