

Fun 4 Kidz

28 Moseley Road, BILSTON, West Midlands, WV14 6JE

Inspection date	13/10/2014
Previous inspection date	16/10/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff provide a rich variety of challenging activities in an exciting and extremely stimulating learning environment. Consequently, children are highly motivated and actively involved in their learning, resulting in them making excellent progress.
- Children's emotional well-being is given a high priority from the outset. This results in them being happy, settled, secure and confident to learn and explore their environment, preparing them well for the next stages in their learning.
- Staff are highly experienced and enthusiastic, and thoroughly enjoy their interactions with the children. Their expert teaching extends children's learning and development at every opportunity, encouraging children to develop critical thinking skills and become confident in their abilities.
- A wide range of policies and procedures in place ensure that children are safeguarded at all times. Well-being is further promoted through an excellent healthy menu and daily access to the extremely well-planned outdoor areas.
- Leadership is inspirational. Meticulous self-evaluation and reflective practice ensures that staff, parents and children are highly involved in the setting's continual improvement, in pursuit of excellence. Consequently, staff are highly motivated and have high aspirations for the children and all areas of the nursery's practice.
- Partnerships with parents are prioritised and highly valued by the setting. As a result, opportunities for parents to share information about their children and to become actively involved within the setting are promoted continuously.

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.

Inspection activities

- The inspector observed activities in the three playrooms and the outside learning environment.
- The inspector conducted a joint observation of an activity in the under two's room with the manager.
- The inspector held meetings with the manager of the provision and spoke with staff and children throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures, including safeguarding.
- 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 4 Kidz was registered in 2011 on the Early Years Register. It is situated in a large detached house in the Bilston area of the West Midlands and is run by F.4.K. Limited, a private company. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 and level 3, including one who holds an Early Years Degree at level 6. The nursery opens Monday to Friday for 50 weeks of the year. Hours of opening are from 8am until 6pm. Children attend for a variety of sessions. There are currently 76 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 a number of 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 further improve the quality of the early years provision the provider should:

- further enhance the creative area in the two- to five-year-old room, to enable children to freely select a wider range of resources, to support their excellent development in expressive arts and design further still.

Inspection judgements

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

The quality of teaching is outstanding. This is because the experienced and highly skilled staff have an excellent knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff are highly dedicated and enthusiastic and this is reflected in the very high expectations they have of themselves and the children. They use their superb understanding of how children learn to support children of all ages and abilities to achieve the best they possibly can in their learning and development. Staff make this learning fun because they thoroughly enjoy playing and interacting with the children and express immense satisfaction as they see children benefit from the support they provide. Consequently, children are highly motivated and engaged and thoroughly enjoy their time in the nursery, exploring the wide variety of high-quality resources and activities provided by the staff, both indoors and outdoors. Staff gather detailed information about each child's interests and individual learning needs from their parents when they first start attending. From this information and their own observations of the children during play, they ensure that excellent activities and learning opportunities are made available, based on the children's individual interests and identified next steps in learning. Staff identify and assess children's starting points and ongoing developmental stages extremely well. They undertake regular observations and precise assessments of

the children and use this information to create individual learning plans for each child. These are regularly updated and shared with parents, enabling continual progression in the nursery and at home. Staff also complete a highly comprehensive progress check for children between the ages of two and three years, fully involving parents. As assessments are thorough and ongoing, any identified gaps in learning or delay in children's development are, therefore, identified and addressed through early intervention. This, plus support from the staff and other agencies, helps rapidly progress children's learning. Consequently, all children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, receive outstanding levels of support from the highly experienced staff at the nursery.

Staff are highly attentive towards the children and understand the importance of supporting their communication and language skills at all times, especially for those children learning English as an additional language. Parents are asked to provide key words from children's home language to reinforce their understanding, and support their child's needs. Staff provide excellent commentary to children during their play, to engage children in practising their language skills. For example, during sand play with older babies, staff use actions alongside words, such as, 'push', 'pat', 'squeeze' and 'sprinkle'. This encourages the babies to copy the words and actions, excellently developing their understanding of the meaning of the words being used. Children are encouraged to join in conversations and are clearly given time to think about what they want to say. Staff sing songs and read stories with enthusiasm, which captivates children's attention. For example, babies enjoy songs, such as 'twinkle, twinkle little star', excitedly joining in with the actions demonstrated by the staff and clapping happily at the end. The environment is rich in print and staff encourage children of all ages to draw and write, both inside and out in the garden. An excellent selection of books, both fiction and non-fiction, are available in all rooms and children can independently select these at all times. All of these opportunities support children's developing literacy skills in readiness for the next stage in their learning, such as school. There is scope, however, to extend the excellent facilities further, through enhancing the creative areas with additional resources, to support children's development in expressive arts and design.

Children are exceptionally well prepared as they get ready to move on to other settings and into school. They learn to recognise and begin to write their name, develop counting and other mathematical skills, learn how to concentrate for group activities and attend to their personal hygiene and dressing needs. Staff engage parents, carers and others in children's learning and development, providing regular opportunities to discuss children's needs. They share progress summaries regularly with parents and provide them with a progress check between the ages of two and three years, where appropriate. Parents are encouraged to review their child's learning journals, which record their progress, whenever they wish, to keep them regularly updated. Parents share observations of their children's skills and staff share home learning sheets, to enable parents to further support their child's learning and development at home. Suggestions for home learning, such as children helping to water plants at home and learn about caring for living things, are also shared through at home I could boards. Opportunities are provided for parents to attend monthly stay and play sessions, such as making and playing with musical instruments. These positive partnerships and relationships ensure that there is effective information sharing and consistency for the child, and that those in need of additional support receive

this to ensure that their needs are fully met. Where children have identified special educational needs and/or disabilities, parents are fully involved in individual educational plans, put in place to support the child's individual needs. Daily diaries are used to share information about younger children with parents. Parents comment that 'children are happy' and that they are 'extremely happy with how their child has developed'.

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

The nursery has a very strong, caring and nurturing ethos and staff place a high level of importance upon children being happy and emotionally secure. Children quickly and happily settle into the nursery, through carefully planned settling-in sessions, where staff take time to get to know each child and their unique needs. All children have their own key person, who takes great care to ensure they forge close working relationships and excellent communication with parents. When the key person is absent, a buddy key person is in place, ensuring continuity of care for the children and continual parental engagement. Parents comment that they have excellent relationships with all staff, who they feel are warm, caring and friendly. As a result, children have strong and secure emotional attachments with the staff. This enables them to enjoy their time in the nursery and make excellent progress in all areas of their development and learning in a safe environment. When children are ready to move on to school, this is also supported to an extremely high standard. Teachers are invited to visit the children in the nursery and detailed information is shared, with parental consent. Staff provide photographs of the schools that the children will be moving onto through the what school are you going to? board. They include photographs of the children who will be attending each school, supporting their emotional well-being. This ensures that children will be effectively supported and that their move to school will be a highly positive one.

Children have a wealth of opportunities to develop their independence in self-help skills. This is because staff know the children exceedingly well and recognise when they are ready to take responsibility, such as managing their own hygiene needs when using the bathroom or washing their hands. Children have their own coat pegs, supporting even the youngest children to independently hang up or collect their coat for outdoor play. Babies are supported as soon as they are ready, to feed themselves using cutlery, and older children to serve their own snacks and drinks. The learning environment enables children of all ages to independently select resources of their choice, supporting them to extend their play and their developing imagination. Positive behaviour is highly evident and children happily play games together and sit in friendship groups at mealtimes. They use exceptionally good manners, such as, excuse me, please and thank you, evidently due to the extremely positive role modelling of the staff, who demonstrate high levels of respect towards one another. This results in children who are polite and respectful, and curious to find out by asking questions. 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. The staff fully promote children's understanding of their differences and their similarities. For example, they provide pictures and resources that reflect positive images and children learn about different traditions, customs and beliefs.

Babies and children enjoy fresh air and exercise frequently, through the use of the extremely well designed outdoor areas. Each area provides different levels of challenge and opportunities, supporting their developing physical skills and confidence as they play on a variety of equipment. Staff promote the children taking part in physical exercise and play games together, where they move in different ways, such as big dinosaur steps or pretending that they are trains. Children are supported in developing an understanding of how to keep themselves safe in a number of ways. For example, older children are taught road safety through the use of a zebra crossing and traffic lights in the outdoor area. Indoors, children are reminded why they should sit appropriately on their chairs, to prevent them hurting themselves. Children of all ages are supported to understand the importance of tidying away after themselves, to ensure that trip and fall hazards are kept to a minimum. Staff support children well in understanding the importance of a healthy diet through discussions and games, such as healthy eating bingo about foods that are healthy and those which are not. A healthy, balanced menu is provided by the nursery chef and children take part in growing vegetables outdoors, which are harvested and eaten. This supports children in understanding the importance of making healthy choices.

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

The management team provides strong, effective leadership, ensuring that all of the safeguarding and welfare requirements are met implicitly. Detailed policies and procedures are implemented and understood by all staff, underpinning the exceptional practice in the nursery. Robust recruitment processes ensure that staff are appropriately qualified and meet stringent suitability requirements. New employees go through a thorough induction and support process to ensure that they understand and meet the extremely high standards set by management. Continual monitoring by the management team and effective and frequent supervision ensures that all staff maintain high standards of professionalism and integrity. Whole room and individual staff observations are conducted by the manager or peers, praising effective practice and identifying and addressing any shortfalls in staff performance swiftly. In addition, the manager monitors children's assessment records to ensure that every child is making excellent progress in all areas of learning and development. This enables management to identify any gaps in planning or assessments and address these productively. This ensures that all aspects of the provision is reviewed and maintained to an exceptionally high standard at all times. All staff have a thorough understanding of their roles and responsibilities in safeguarding and promoting children's welfare. Staff receive refresher training and policies are frequently updated, so staff members are fully familiar with the child protection procedures in the local area, and have confidence to follow these. All of the required documentation is in place and is meticulously reviewed and maintained.

Leadership is inspirational, underpinned by the philosophy that the children are the first priority. Meticulous focus on self-evaluation and reflective practice ensures that staff, parents and children are highly involved in the nursery's continual improvement, in pursuit of excellence. Clear, targeted improvement plans are in place to address any areas identified for development, and reviewed regularly to ensure rapid progress. Parents and

staff are able to contribute their views personally. In addition, parents have opportunities to share feedback through annual questionnaires or the are we getting it right? boards, where they can contribute comments regarding what the nursery does well or how they can improve. Management analyse these responses, sharing how these are to be addressed. This demonstrates the setting's commitment to continuous improvement and the high value placed upon parental involvement. The nursery has truly embraced the involvement of all stakeholders in self-evaluation and as a result, staff are highly motivated and have high expectations of the children and themselves. At the last inspection by Ofsted, the nursery received several actions to improve. The management and staff have been highly proactive in addressing these actions. These include ensuring the consistency of staffing, key persons and planning in the under two's room, the correct following of safety and accident procedures, and the monitoring of staff, care and learning. As a result, the children's welfare is now assured. The manager has exemplary methods for monitoring and analysing the provision. She works closely with her team to review all the learning journals frequently and gathers data about children's progress. This gives her excellent evidence to address any areas where individual or groups of children may be underachieving and celebrates the high impact of staff teaching upon the excellent progress that children make from their starting points.

The nursery employs an experienced, qualified and skilled workforce; the majority of the staff holding a childcare qualification at level 3. It is evident that this expert workforce are using their training and experience gained while working in the childcare field, to develop their practice and the nursery's aspirations, through outstanding daily provision. There is a very low staff turnover, reflecting the high levels of satisfaction that staff have in their roles. The management team closely monitor that planning and assessments of children's learning are meticulously maintained, ensuring that all children are making rapid progress, and that any child identified as needing additional support, receives this swiftly. Staff have continuing professional development plans, aimed at supporting their individual training needs. Partnerships with parents, other settings and professionals are excellent. This ensures that children's needs are quickly identified and that they receive targeted support appropriate to their individual needs. The information obtained from parents on their child's individual care and learning is outstanding and communication between the staff and parents is excellent. Parents highly value the positive relationships they have with the staff and their welcome involvement in the setting. There is a wealth of information available for parents through parent's noticeboards, newsletters, parent's meetings and daily interactions. Parental involvement is highly valued through the information they share when their child first starts in the nursery, observations from home, stay and play sessions and questionnaires. Staff also ensure that links with other professionals involved with the children they support who have special educational needs and/or disabilities or English as an additional language, are strong in order to ensure a fully cohesive approach to each child's care and learning. Links with schools which children move on to are strong, and teachers are invited to visit the nursery to meet the children and share information about their learning and development. Staff visit schools to take photographs of classrooms and other areas of the school that children will use, to share these with them to support their smooth transitions on to school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY430823
Local authority	Wolverhampton
Inspection number	963433
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	76
Name of provider	F.4.K. Ltd
Date of previous inspection	16/10/2013
Telephone number	01902 546 113

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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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