

Fun-2-Sea Nursery

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

Inspection date	24/07/2014
Previous inspection date	21/02/2014

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		2
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

- Children are kept safe because all staff are well informed and have a secure knowledge and understanding of their roles and responsibilities for child protection.
- Staff have good teaching skills and a good understanding of how children learn and develop. Consequently, children make good progress towards the early learning goals.
- Effective partnership with parents and a well-established key person system helps children form warm and secure attachments, promoting their well-being and independence.
- The registered provider and manager are able to recognise areas where improvement is needed and are determined to make the necessary changes to move the nursery forward in their pursuit of excellence.

It is not yet outstanding because

- On occasions, staff do not always model clear language to encourage children to copy new words so that they can confidently use their communication skills.
- There is room to enhance the environment in the babies' sleep room to create a more attractive and relaxing space for babies to gain a restful sleep.

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 the staff and children engaging in a range of indoor and outdoor learning activities.
- The inspector held discussions with the provider, manager and staff.
The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

Full report

Information about the setting

Fun-2-Sea Nursery is privately owned. It was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is based at Brampton Abbotts C of E Primary School in the Brampton Abbotts area of Ross-on-Wye. The nursery is based in a designated area within the school. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play, including the school field. The nursery employs eight members of childcare staff, including the provider. All hold appropriate early years qualifications at level 3 or above, including the manager who has a Foundation Degree in Early Years. The nursery opens Monday to Friday from 7.45am until 5.30pm for 50 weeks of the year, closing for bank holidays and for one week during August and a week at Christmas. Children attend for a variety of sessions. There are currently 39 children on roll, of whom 31 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- make the most of opportunities to model clear language, so children are encouraged by staff to copy new words, so children can confidently use their communication skills

- enhance the environment in the baby room sleep area, for example, by making the area more inviting and welcoming, so that babies gain a restful sleep.

Inspection judgements

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

A varied educational programme ensures that all children make good progress in their learning and development. Staff have a good understanding of the Early Years Foundation Stage and use their knowledge to plan interesting activities for the children that meet their individual needs. Staff plan activities and resources which cater for children's differing abilities and interests. Staff ably adapt their teaching and use of resources to support those children who are less confident or have differing needs. As a result, children are making good progress in their learning and development. Children's progress is monitored by the child's key person who puts together a learning journal, which is used to plot and track their individual progress. This is used effectively to ensure there are no gaps in their learning and to plan for children's next steps in their development. Staff liaise with parents at the start to gain as much knowledge as they can to plan for children's individual interests. They discuss children's progress, activities and achievements with their parents

on a daily basis and listen to what parents tell them about what children have been doing at home. Staff in each of the rooms discuss their observations and share their planning, so all are involved and knowledgeable about how to support each child. As a result, children make good progress and gain the necessary skills to support their readiness for the next stage in their learning.

All children benefit from good interactions with staff and babies have lots of one-to-one contact and cuddles. Babies and younger children have space to move around freely to encourage their coordination and movement. Staff are caring and kind, giving encouragement and praise to babies' newly acquired early walking skills. This genuine, warm and responsive reaction raises the babies' confidence and contributes to their overall well-being.

Children's communication and language is well promoted because staff talk to them throughout the day. To stimulate meaningful conversation staff use open-ended questions, such as, 'Tell me about that'. Older children's language is developing well. They chat happily together about familiar experiences, such as the weather, what they have been doing at home and what they want to do next. However, staff do not always make the most of opportunities to model clear language, so children are encouraged to copy new words, so they can confidently use their communication skills. Children enjoy listening to stories and often join in with suggestions for what happens next. Staff are fully aware of children's interests in books. They have developed a cosy corner where children can sit and choose from a wide selection of books. Children's physical development is promoted well as children have access to several well-resourced outdoor areas, where they can pedal bicycles, play in the mud kitchen and tend to their own vegetable patch.

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

Children settle into the nursery and are warmly welcomed on arrival. They develop close and caring relationships with all staff and particularly with their key person. This helps children feel safe and secure. Staff work closely with parents during the settling-in sessions to gain an insight into children's individual needs and daily routines. All of which ensure that children make a smooth move into nursery. The environment well resourced, warm and welcoming. However, there is room to enhance the environment in the babies' sleep area to make it more inviting, attractive and welcoming to babies, so they can gain a restful sleep.

Children's behaviour is generally good because it is managed positively with praise and encouragement. Staff are positive role models, giving clear guidance about what is expected. Staff respond promptly to any unwanted behaviour and use consistent and age and stage appropriate explanations to provide children with a clear understanding of acceptable behaviour. Safety within the nursery is given good consideration and effective steps are taken to minimise risks to children. For example, the premises are secure, staff are well deployed and they are vigilant and supervise children well. Children use good manners and know about the rules to keep them safe. For example, older children remind each other that they are not allowed to run in the classroom. Positive friendships between

children are clearly evolving and this is evident as they play together well. Staff praise children for their achievements and this helps to boost their confidence and self-esteem.

Children are developing good independent self-care skills. Some use the toilet with confidence and ask for help if needed while those in nappies are taken care of effectively. Staff engage children in conversations at meal and snack times about what foods are healthy for them and light healthy snacks, such as a selection of fresh fruits, are provided. Children are able to serve themselves and pour drinks at times through the day, which provides them with opportunities to make healthy choices. Staff are enhancing this by working with the parents to encourage them to supply healthy foods in children's lunch boxes. Children's understanding of the harmful effects of sunlight are promoted as staff make sure that children wear sun hats and have sun-protection cream applied before they play outdoors in hot weather. Children are well prepared emotionally for the next stage of their learning because staff give careful consideration to preparing them for school. Partnerships with the attached primary school are very good. The reception teacher knows the children well because they often visit her classroom, as well as her visiting them in their own surroundings. These visits enable the children to have a sense of belonging, as well as supporting their growing confidence and independence, aiding to a smooth move to school.

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

The nursery has received one monitoring visit, and has made improvements since the last inspection. Robust procedures are in place relating to the use of mobile phones, signs clearly inform parents and visitors that the nursery is a mobile-phone-free zone, visitors are asked on arrival to turn off any phones and store them away from the children. A named deputy is now in place and staff roles and responsibilities are clearly defined; these are displayed for parents to see on notice boards, including detailing the name of the officer in charge for the day. The educational programme has been reviewed, support and guidance from the local authority has been embraced and the curriculum offered to the children sufficiently covers the seven areas of learning.

Children are well safeguarded because all staff have a clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and how to pass any concerns on effectively. Other procedures to further protect children, such as the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are thoroughly carried out. Robust recruitment, vetting and induction procedures ensure staff are suitable for their role. Staff's ongoing suitability is supported through effective systems for supervision, appraisals and performance management.

Staff have a good understanding of the learning and development requirements. The management team now have good systems in place to monitor the effectiveness of the educational programmes. They work closely with staff to assess the quality of teaching and learning to ensure children are effectively supported in their learning. Planning and assessment documents are reviewed regularly to ensure any gaps in children's learning

are clearly identified and planned for. Peer-on-peer observations have recently been introduced, this enables staff to provide feedback to each other about their practice.

Partnership with parents are very successful. Parents can play a full and active role in their children's learning. They speak very positively about the nursery and the progress their children make. Some parents say the staff have 'wonderful, caring relationships' with the children. Parents are kept informed about their children's progress through, parents' evenings, newsletters and daily chats. Parents and staff are encouraged to participate in the nursery's self-evaluation, views are gained through questionnaires and daily discussions. Staff share information effectively with other professionals providing care for the children and valuable transition documents are given to parents and other providers. This shows that staff understand how important it is to communicate with others so that children receive complementary and consistent experiences in this nursery and on to school.

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. 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	EY414286
Local authority	Herefordshire
Inspection number	965358
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	23
Number of children on roll	39
Name of provider	Kerry-Ann Jones
Date of previous inspection	21/02/2014
Telephone number	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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