

# A1 Fun Club Ltd

Ormiston Children & Families Trust, 68 Mill Hill, NEWMARKET, Suffolk, CB8 0JB

<b>Inspection date</b>	06/01/2015
Previous inspection date	17/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	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		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

- The staff's effective teaching skills support children to learn successfully. As a result, children make good progress in their learning.
- Effective partnerships with parents enable the staff to have all important information on children's needs; this helps them to support children's all-round development and welfare needs.
- Staff are vigilant about children's safety. They implement robust procedures to keep children safe and provide a secure environment. Staff have a good understanding of safeguarding to protect children in their care.
- Children are happy, self-assured and confident. They benefit from a motivated staff team who know the children well and provide good care and education.

### It is not yet outstanding because

- On occasions, not all children are fully engaged in learning outdoors because some of the resources available are incomplete.
- The large numbers of books available in the nursery are not easily accessible to the children because they are stored out of reach. In addition, some of the books are torn and there are fewer factual books.

## 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 compulsory part 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 main playroom and the outside learning environment.
- The inspector carried out a joint observation and held a meeting with the manager and owner.
- The inspector looked at children's assessment records, planning documents and a range of other documents including the safeguarding procedure.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Jill Hardaker

## Full report

### Information about the setting

The A1 Fun Club Ltd nursery was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted premises in Newmarket and is privately managed. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, five have a qualification at level 3, one has a qualification at level 2, one is unqualified and one is a qualified Speech Therapist. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 6.30am until 6pm. Children attend for a variety of sessions. There are currently 50 children attending, of whom 36 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:

- extend the good outdoor learning opportunities for children further, by ensuring all resources are complete and accessible to the children
- enhance children's already good literacy skills, for example, by enabling them to have free access to the good quality books available in the nursery, increase the numbers of non-fiction books and maintain the books in good condition.

## Inspection judgements

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

Children have access to a variety of toys and resources that cover all seven areas of learning in both the indoor and outdoor environments. Most children quickly become engrossed in their play as they choose their own resources. Consequently, children make good progress in their learning and development. Effective deployment of the staff enables them to be readily available to support children in order to extend their learning. For example, a staff member supports children to look at and compare size and number as they make towers with blocks outdoors. As they talk about 'big', 'small', 'tall' and 'short', their mathematical knowledge and understanding is extended. However, some of the resources available to the children outdoors are incomplete and untidy. Consequently, on occasions this limits the learning opportunities for the children who prefer to learn outdoors.

Teaching and learning is good because staff have high expectations and understand how children learn. Children have many opportunities to recognise their own and others names and to develop early writing skills. For example, as they go for their snack they find their name to post in a box. Young children use writing areas to begin to make marks to represent their names, staff praise them well and their work is displayed on the wall. This shows an increasing development of literacy and consequently, children's readiness for school is promoted. Children use the quiet area to make up imaginative stories with the soft toys animals. There is a good number of books available in the nursery. However, these are stored on high shelving where the children cannot reach them, there are fewer factual books and in addition, some of the books are torn. Staff encourage children to speculate and test ideas through trial and error by guiding them to work things out for themselves as they use the computer. As a result, children grow in confidence and show they are pleased with their achievements.

Staff complete regular observations and assessment of individual children. This ensures all children, including those with special educational needs and/or disabilities and those who use English as an additional language, make good progress. Staff clearly identify children's starting points and their effective planning and teaching ensure children are well prepared for the next stage in their learning. Parents feel staff inform them effectively about their child's progress. Daily conversations with the key person ensure parents have all the information of the child's day at nursery. The staff provide parents with opportunities to support them to contribute how their children learn at home. They share children's regular assessments with them and parents are given opportunities to comment on these. This includes the mandatory progress check for children aged two to three years. This enables children to have expanded learning opportunities at home.

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

Children are happy and enjoy their time at the nursery. The staff actively use the outside areas to enhance the children's enjoyment of the outdoors. The children are given freedom to take risks as they ride bikes and scooters. The staff are proactive in developing children's skills in knowing how to keep themselves safe. For example, they encourage them to ride bikes on the painted road and to watch out for other children who want to cross. Staff provide freely available drinking water and healthy snacks to promote children's healthy lifestyles. Children are developing a good level of independence as they choose where they want to play and use the bathroom independently. All children are independent at snack times as they pour their own drinks and spread butter on their crackers. Consequently, children are effectively acquiring skills they need for future life, such as at school.

All staff have high expectations of behaviour and are consistent in their approach. As a result, children's behaviour is good and effective friendships are being made. The staff are good, positive role models; they show respect for the children and support them well. Staff's use of a visual timetable enables all children, including those with English as an

additional language and with special educational needs and/or disabilities, to understand the routines of the day. Children enjoy taking off the activity cards they have completed and show a good sense of security as they chat about what is next, such as lunch. Consequently, children feel emotionally secure and are confident and independent individuals.

Staff members have a good understanding of their key children's development and next steps. They identify children's current development needs and interests and incorporate these into the planning. This enables children to engage well in activities that interest them. Staff support children with special educational needs and/or disabilities effectively as they work with specialist support services, especially as children move on to other settings or school. This effectively promotes their development and readiness for the next stage of learning. School readiness is given high priority during the summer term. The staff have developed good relationships with the local schools. Staff summarise children's development information and share this with parents and with the teachers at the schools the children move to. This ensures information provided by the nursery is relevant to the child's teacher and therefore, the move to school is a positive one.

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

The owner, manager and staff understand their roles and responsibilities to meet the safeguarding and welfare requirements. A thorough recruitment and induction process is in place with all necessary checks being made. All staff demonstrate a clear understanding of safeguarding procedures, which are reflected in the policy. They are aware of and understand their responsibility to report any concerns they have about a child. Most of the staff have a current paediatric first-aid qualification. Therefore, children are safeguarded well and are secure in the nursery.

Professional development of staff is given priority as the managers source training opportunities through attendance at relevant courses and online. Staff meetings are used for self-evaluation and reflection on practice. For example, all staff have reflected on how to enhance their sharing of children's development information with parents through the use of parent's evenings. The nursery has effectively addressed all the recommendations identified from their last inspection. This further demonstrates their commitment to continually develop their good practice. Regular monitoring of the development books by the manager ensures tracking of children's progress is consistent. This enables her and the key persons to effectively identify gaps in children's learning, and these are effectively addressed. This ensures children consistently move on to the next steps in their learning and development.

The partnership with parents is good. Parents speak very highly of the provision and feel they are supported well by the staff. Many of the parents have been involved with the nursery for many years. They feel there is a good flow of information between the nursery and home. The relationships with local primary schools ensure continuity for children because teacher visits to the nursery enable them to gain an understanding of children's

starting points. Effective links are in place with other professionals, such as speech therapists and health visitors. Consequently, children benefit from a consistent approach as the nursery incorporates specialist services' targets into children's individual education plans.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY385729
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	858931
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	50
<b>Name of provider</b>	A1 Fun Club Ltd
<b>Date of previous inspection</b>	17/03/2009
<b>Telephone number</b>	01638 609001

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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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