

# Fun Days Too!

Bright Meadows Childrens Centre, Greenroyd Avenue, BOLTON, BL2 5DD



## Inspection date

Previous inspection date

24 February 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager is a passionate leader. She leads a staff team who are collectively dedicated to providing high-quality care and learning for every child that attends. The manager's evaluations of the setting are accurate. She has high expectations for the setting and sets clear targets to work towards to refine the provision.
- Well-qualified staff support staff who are training. They plan and provide children with good learning and play experiences based on what they need to learn next.
- Assessments staff make of children's achievements are accurate. Staff identify gaps in children's learning and ensure that they receive targeted support to help close the gaps identified.
- The views of staff, children and parents are well regarded. The manager and staff team ensure that they support the family as a whole. They make excellent use of the on-site services to signpost parents to other services.
- Children arrive at the setting ready to explore, play and see their friends. They display strong self-assurance as they leave their parents.
- Partnerships with parents are very good. They are fully involved in their child's journey, from supporting them taking their first steps into the setting to staff sharing ideas to help them support their child's learning at home.

### It is not yet outstanding because:

- At times, some staff are over vocal when interacting with children. This occasionally reduces children's opportunities to think and respond.
- Although a small proportion of staff are still gaining experience and training to develop their quality of teaching, all staff require further support and training to develop their teaching skills to an outstanding level.

## What the setting needs to do to improve further

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

- develop staff's understanding of interacting with children and give children more time to think and respond
- focus more sharply on the analysis of staff's performance, to identify training opportunities to help raise teaching skills to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences with the management team and members of staff.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at a range of documentation, including the manager's self-evaluation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a selection of staff, parents and children during the inspection and took account of their views.

### Inspector

Joanne Parrington

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is ambitious and has high expectations for staff and children. She believes a highly qualified, experienced workforce will contribute towards children receiving at least good outcomes. All staff receive good support and guidance. The manager is supporting new staff to gain early years qualifications and regularly meets with all staff to observe their practice. Meaningful targets are set and regularly reviewed and updated. The arrangements for safeguarding are effective. Staff understand their responsibilities to protect children and keep them safe. All staff have received safeguarding training, including more specific training to raise their awareness of keeping children safe in the wider world. The manager monitors all children's development and makes effective decisions on how to invest any additional funding they receive.

### Quality of teaching, learning and assessment is good

The manager and a large proportion of staff are well qualified. They deliver good quality teaching and engage in children's play, supporting and extending their learning. Staff use their knowledge to help close gaps in children's learning and to challenge those who are exceeding in their development. Children enjoy the good balance of activities on offer. They instigate their own play experiences, through expressing their interests and wishes. Children's imagination comes alive as they play in the role-play hospital. They each have a role and discuss how they are going to make the patients better, making links with their own personal experiences. Staff encourage children to develop a love of reading. They access the onsite library and choose a book to share with their key person or take home to read with their parents. Younger children enjoy listening and joining in storytelling sessions, developing their concentration levels. Older children take part in small-group activities, where they begin to become familiar with letter sounds.

### Personal development, behaviour and welfare are good

Children's health, safety and well-being are fostered well. Staff help children make good progress in their personal, social and emotional development. They encourage children to be self-confident, make choices, build friendships with their peers and learn how to manage their feelings and behaviour. Staff reinforce good behaviour during activities, using lots of encouragement and praise. Children's good health and physical development are fostered well. Snacks are healthy and nutritious. Many of the children enjoy being outdoors exploring the environment. Through using some additional funding, all children have waterproof clothes and Wellington boots. This has had a positive impact on children's learning, particularly for those children who prefer to learn outdoors. Children recap popular storylines, as they go through the long grass, squelch through the mud and tiptoe through the cave. There is lots of laughter and excitement as they work together.

### Outcomes for children are good

Children make at least good progress in their learning, given their starting points. All children are enthusiastic learners who are confident to have a go. They are prepared for the next stage in their learning and develop key skills that will help them become successful learners.

## Setting details

<b>Unique reference number</b>	EY477408
<b>Local authority</b>	Bolton
<b>Inspection number</b>	973036
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Anne Christine Haslam
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01204 336691

Fun Days Too! was registered in 2014. The setting is one of two early years provisions operated by the provider. The setting employs six members of childcare staff. Of these, the manager has an early years qualification at level 5, four staff hold appropriate early years qualifications at level 2 or level 3 and two members of staff are working towards a qualification at level 3. The setting is open Monday to Friday, 12.45pm until 4pm, term time only. The setting provides funded early education for two-, three- and four-year-old children.

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