

Fun Frogs Day Nursery

Barlow Road, Wilmslow, Cheshire, SK9 4DP



Inspection date

29 September 2016

Previous inspection date

9 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 quality of teaching is strong. Interactions between the staff and children are used effectively to support all aspects of children's development. Staff challenge children's thinking through a good range of questioning.
- Children are motivated learners who embrace the high-quality learning opportunities on offer. This is because staff have a good understanding of how children learn. As a result, all children, including those who speak English as an additional language, are making good progress.
- Staff make regular observations of children and accurately assess their progress. Key persons identify next steps for children's learning and share them with other staff and parents. This means that everyone works together to promote children's learning and development.
- An effective key-person system ensures that children form close relationships with the staff. Staff are responsive to children's needs. They place an emphasis on developing children's emotional well-being. They give lots of praise to children during activities to support their good self-esteem.
- Parents are kept well informed about their child's learning and achievements while at the nursery. Staff gather information from parents on entry to the nursery to ensure that starting point assessments are accurate and reflect children's skills and abilities.

It is not yet outstanding because:

- Staff do not consistently offer the same level of high-quality learning opportunities to children who prefer to play and learn outdoors as they do for those who prefer to be inside.
- Systems for supervision do not always provide staff with regular enough opportunities to discuss their personal effectiveness or children's development and well-being.

What the setting needs to do to improve further

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

- plan and provide more high-quality outdoor learning opportunities that enable children who prefer to play outdoors to learn in their preferred environment
- improve the system for staff supervision to ensure all staff have more regular opportunities to discuss children's needs, coaching and training needs.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation, records of children's attendance and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lynsey Hurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of safeguarding and know who to contact if they have a concern about a child's welfare. Staff are well qualified and are deployed effectively to ensure that the children's needs are met at all times. Comprehensive policies and procedures support staff's practice in ensuring children are kept safe and protected from harm. Daily risk assessments are conducted by the staff in all the indoor and outdoor areas. Tracking and monitoring of children's progress ensures that any gaps in children's learning are identified quickly. Staff use strong partnerships with outside agencies to support children and consistently meet their needs.

Quality of teaching, learning and assessment is good

Children confidently choose from the range of activities on offer. Staff ensure that children are meaningfully engaged in activities. They deploy themselves effectively to monitor children's play and offer support when needed. For example, staff challenge children to think about whether their voices will sound louder or quieter the further away they are from their friends when using communication tubes. Children are given time to consolidate their learning through self-chosen play. Children's literacy skills are promoted well. Children are encouraged to use their imagination as they write lists for jobs that children in the role play office need to complete. Staff teach children the sounds letters make to help them spell out words. Staff help children to count and introduce them to mathematical language. For example, staff encourage children to think about size, shape and weight when investigating natural resources. They promote children's readiness for school effectively.

Personal development, behaviour and welfare are good

Children are happy, relaxed and move very confidently within the nursery. Staff are good role models and provide children with a nurturing and caring environment. Children are well behaved and are aware of the rules and expectations of the nursery. They share, take turns and work together to achieve a common goal. For example, during a number recognition activity children help others to identify numbers they do not know. Children's personal, social and emotional development is promoted well. Staff sit close to young children, providing them with the security and confidence to explore their environment. Children are provided with healthy and nutritious meals and snacks. Staff are good role models for manners. They sit and eat a meal with the children, engaging them in conversations about their food and explaining what is healthy.

Outcomes for children are good

All children acquire the skills, knowledge and attitudes to learning that prepare them well for starting school. Children know and can follow daily routines. They can sit for increasing periods in adult-led groups. Children are independent and manage their personal hygiene needs consistently well for their age. They engage in a range of activities that actively promotes their early literacy and mathematical skills. Older children cut up their food using knives and forks. Children know why they must wash their hands before they eat. Children talk confidently about people and events at home.

Setting details

Unique reference number	EY360904
Local authority	Cheshire East
Inspection number	1073957
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	46
Number of children on roll	67
Name of registered person	Fun Frogs Day Nursery Ltd
Registered person unique reference number	RP527511
Date of previous inspection	9 May 2014
Telephone number	01625441798

Fun Frogs Day Nursery was registered in 2007. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, two with level 2 and one with level 5. The nursery opens from Monday to Friday and all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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