

# Fun Start Childcare

St Barnabas Church Hall, Hampton Street, Cannock, WS11 0AW



<b>Inspection date</b>	30 October 2017
Previous inspection date	8 September 2014

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

- Staff who support children who have special educational needs and/or disabilities are highly effective in devising and implementing specific tailored support. As a result, these children make significant progress, taking into account their starting points and capabilities.
- Staff develop effective partnership working and promote a shared approach to children's learning. They work with parents and other professionals to identify children's needs. Staff provide lots of good quality advice and guidance to help parents to support children's learning at home. They seek and make good use of information from parents about what children are learning and achieving at home.
- Children's physical and emotional well-being is successfully supported. Children develop good levels of self-esteem and confidence. Staff focus really well on helping children to make choices and recognise and celebrate their achievements.
- The manager supports staff to continuously reflect on and develop their practice to improve outcomes for children. They attend training events and are eager to implement new initiatives. They have recently introduced a new approach to planning that has resulted in children showing higher levels of engagement and sustained interest in activities.

### It is not yet outstanding because:

- Sometimes, staff's teaching is not sharply focused on helping children to achieve their individual next steps in learning during daily activities. This means that children are not consistently supported to achieve high rates of progress in their development.

## What the setting needs to do to improve further

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

- sharpen the focus of teaching on helping children to achieve their next steps in learning, to increase the potential for all children to make high rates of progress.

### Inspection activities

- The inspector observed the quality of teaching in all play rooms and the outdoor areas, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a number of discussions with the manager and staff. She looked at relevant documentation and evidence of the suitability of persons working in the pre-school.
- The inspector spoke to children during the inspection. She spoke to parents and took account of their views.

### Inspector

Christine Armstrong

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is effective in communicating high expectations to staff and fostering a culture of continuous improvement. She provides a well-established, varied and effective programme for the professional development of staff. All staff show good levels of commitment to continually improving their practice. Strong focus is given to seeking and responding to parents' and children's views as part of the setting's self-evaluation and ongoing improvement. Current improvements include a wider range of activities in the outdoor area, and enhanced opportunities for children to further develop their understanding of the world. The arrangements for safeguarding are effective. The rigorous recruitment, vetting, induction and ongoing checks help to ensure that adults are suitable to work with children. Staff recognise possible signs of abuse and are confident of the steps they must take to protect children and report any concerns they have. Staff take all necessary steps to make sure children are kept safe as they play.

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

Staff establish children's starting points, monitor their progress closely and quickly recognise and address any gaps in their learning. Staff interact positively with children. They show high levels of interest in what children do and say. They follow children's lead and encourage them to initiate their own play and pursue their interests. Staff watch for, listen and respond to children's communication. They are good role models and help children to develop their communication and language skills. Staff are creative and imaginative in their organisation and use of resources. Children's interests are stimulated and sustained as they explore the very varied range of resources and activities that is offered to them.

### Personal development, behaviour and welfare are good

Children and their families are warmly welcomed into this inclusive setting. Staff respond sensitively to their individual needs and wishes. Children are encouraged to share and celebrate their home experiences. Additional funding is used effectively to support children's well-being and ability to concentrate and learn. Staff use a wide range of effective strategies to help children to recognise and manage their feelings and behaviour. Children benefit from a harmonious environment. They are happy, settled and demonstrate that they feel safe and secure.

### Outcomes for children are good

All children make good progress, taking into account their starting points and abilities. They are well prepared for school, when the time comes. Children become eager and motivated learners who show pride in their increasing ability to express themselves. For example, children are eager to use their token to state their choice of book at story time. Children listen, follow instructions and readily respond to staff and other children. They experiment, explore and learn through trial and error. Children use their increasing vocabulary to describe number, shape and textures.

## Setting details

<b>Unique reference number</b>	EY475926
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1105805
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Fun Start Childcare
<b>Registered person unique reference number</b>	RP533538
<b>Date of previous inspection</b>	8 September 2014
<b>Telephone number</b>	07896064446

Fun Start Childcare registered in 2014. The pre-school operates five days a week during term time only. It opens from 9.15am until 2.30pm every day except Tuesdays, when it opens from 9.15am until 12.15pm. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

