

# Fun Time Pre-School

Frimley Village Hall, Frimley Green Road, Frimley Green, Camberley, Surrey, GU16 6ND



## Inspection date

Previous inspection date

8 November 2017

20 March 2013

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

- Children form good relationships with staff. They are encouraged to complete activities for themselves and they freely seek the support of staff when needed. Children are happy, settled and confident.
- Parents speak very highly about the nursery. They comment on how staff meet their children's needs exceptionally well, for example, through detailed discussions between themselves and staff.
- Children make good progress from their starting points. Staff use their observations well to make accurate assessments and plan for children's next steps in learning. The whole team monitors the effectiveness of the provision and quickly addresses any gaps in children's learning progress, such as through individual planning.
- Staff help children develop an understanding of the wider world, such as through enjoyable and interesting activities. For instance, they go into the local community, visiting the local bakers to buy gingerbread men to share.

### It is not yet outstanding because:

- Staff do not always support children to make the most of opportunities to learn about and understand the importance of managing their own feelings and behaviour, particularly with regard to accepting the needs of others.
- Staff do not effectively deploy themselves when managing routines, to make the most of opportunities to extend and enhance children's independent learning and ideas.

## 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 all opportunities for children to learn about and understand the importance of managing their own feelings and behaviour
- review the deployment of staff when managing routines so that children receive consistently high-quality support to enhance their learning and play ideas.

### 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 carried out a joint observation with the manager and deputy, and they discussed their findings.
- The inspector discussed planning and children's progress with key persons and the manager. She discussed staff suitability and qualifications, and the setting's action plan with the manager.
- The inspector spoke to staff about their knowledge of child protection and the procedures they follow to keep children safe.
- The inspector spent time with parents and children and took account of their views.

### Inspector

Nina Lambkin

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff know the possible signs of abuse and when and where to refer any concerns they may have about a child in their care. The manager monitors staff performance, such as through regular meetings and daily discussions. Staff enhance their own knowledge, such as through regular training. For example, recent health and safety training has led to a review of practice and introduction of greater risk assessments and security measures within the setting. Staff effectively evaluate their practice and areas of development for the nursery. They use these reflections to make improvements to their current practice, such as how to make the planning, observation and assessment process more meaningful.

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

Staff monitor children's progress well. They identify gaps in children's learning, seek support from and share information with other professionals, when required, to enhance children's development. Staff know children well and use accurate assessments to plan challenging activities that support their good progress. Children are happy and eager to join in. Staff identify opportunities to support children in developing their early mathematical skills. For example, children learn about weighing and measuring as they make fairy cakes to take home. Staff provide lots of opportunity for children to engage in mark making in a range of ways. For instance, children independently access paint and pencils and staff encourage all children to 'write' their names on their artwork.

### Personal development, behaviour and welfare are good

Children become independent from an early age. Staff teach them how to tidy away their resources and do things for themselves, such as washing up their plates after their healthy snack. Children have lots of fun in the setting and enjoy experiencing sensory activities. For example, they mix a variety of real cooking ingredients as they pretend to make lunch for their friends. Children are independent learners. They have access to a good range of resources that they use to extend their play. Children have regular free-flow access to the outdoor learning environment. This helps those children who prefer to learn outside have opportunities to develop their skills. This also helps to promote good health and physical well-being. Children demonstrate respect for the staff, listening to instructions and, generally, behaving well. For instance, they recall the setting's 'golden rules' to keep themselves and each other safe.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points in learning. They engage enthusiastically in activities with imagination and energy. For example, they enjoy pretending to answer phones and making checklists in the role-play fire station. Children learn about cause and effect, such as while exploring technology. For example, they enjoy racing a remote-controlled car around the outside space, creating tracks and obstacles from resources they find.

## Setting details

<b>Unique reference number</b>	160637
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1061565
<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>	24
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Frankie Webb
<b>Registered person unique reference number</b>	RP909817
<b>Date of previous inspection</b>	20 March 2013
<b>Telephone number</b>	07941 574123

Fun Time Pre-School registered in 2001. It is located in Frimley Green, Surrey. The pre-school is open on Monday to Friday mornings from 9am until 12.30pm, during school term times. The setting receives funding for early education for two-, three- and four-year-olds. There are three members of staff who hold a relevant early years qualification at level 3 and above.

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