

# The Fun Factory

104 London Road, Camberley, Surrey GU15 3TJ



<b>Inspection date</b>	8 August 2018
Previous inspection date	6 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of 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

### The provision is good

- Children are happy, well settled and have a positive sense of belonging. They form strong attachments to the nursery staff, who know the children, their families and their specific routines well. They meet children's emotional and physical needs effectively.
- The manager monitors the overall progress all children make. This enables her to identify any gaps in children's learning. She supports staff effectively in implementing plans to help children to catch up if necessary.
- Leaders successfully reflect on the setting's practice. They seek the views of parents and staff to help identify strengths and areas to improve.
- Partnerships with parents are good. Staff use effective communication methods to share information with parents about their child's learning and development. Parents' feedback is positive. They praise the high standards of care and comment how their children have made significant progress since starting at the nursery.
- Staff have a good understanding of how children learn and develop. They complete observations on children as they play to enable them to effectively monitor their achievements. Staff then use these to plan children's next steps in learning to help consistently ensure they make good progress in their development.
- Resources are easily accessible and children know what is available to play with, indoors and outdoors. Consequently, children are confident to explore within the setting and choose what they want to do and play with.

### It is not yet outstanding because:

- On occasion, staff working with older children do not consistently help them understand how to keep themselves and others safe.
- At times, staff do not consistently provide an environment that helps all children to sustain their concentration during activities and benefit from uninterrupted play.

## What the setting needs to do to improve further

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

- provide all children with clear expectations on how to keep themselves and others safe
- enhance the opportunities to support children more effectively to sustain their concentration during activities.

### Inspection activities

- The inspector spoke to parents and took their views into consideration.
- The inspector spoke to nursery staff to check their understanding of how children learn and develop and help to keep children safe.
- The inspector completed a joint observation of an activity with the nursery manager.
- The inspector observed the interactions between the staff and children and considered the impact on their learning.
- The inspector sampled documentation, including evidence of staff suitability and children's records.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff have attended relevant training and are aware of what to do if they are concerned about a child's welfare. Their knowledge is constantly tested, such as through on the spot questioning. Robust recruitment procedures help ensure that staff are suitable. A clear and comprehensive induction process helps ensure that all staff implement strict guidance on how to protect children. The manager works closely with external agencies to provide support when children need extra help. They communicate effectively and promote good continuity of care and learning to help meet children's needs successfully. Managers make good use of appraisals and staff supervisory sessions to help monitor their suitability and performance. They encourage staff's professional development. For example, to identify and deliver training to meet their individual needs.

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

Staff use effective teaching to help children to extend their learning further. For example, when children in pre-school build a pretend campfire using tyres and paper drinking straws, staff talk to them and asked them to recall previous experiences of camping holidays with their families. Children show good speaking and listening skills as they share their experiences. Young children enjoy singing along to favourite songs and rhymes and eagerly join in with actions. All children enjoy activities to develop their emerging writing and literacy skills. For example, they draw pictures, write their names and use pencils and other writing tools with confidence.

### Personal development, behaviour and welfare are good

Staff nurture and meet children's individual needs. For example, they recognise that some children need extra emotional support and time out from other children. Therefore, they provide a quiet area and ensure that children have one-to-one time with significant adults. Staff provide a good focus on promoting children's self-esteem. For example, they offer lots of praise and help children to understand the importance of sharing resources and taking turns. Children learn about how to keep themselves healthy. They independently wash their hands and follow good hygiene practices. Pre-school children gain a good understanding of how to use resources safely. For instance, when using scissors, they know that they must handle these carefully to avoid cutting themselves.

### Outcomes for children are good

Children are keen to learn and acquire the skills they need their future learning, including school. They are sociable and develop good relationships with their friends. Children confidently have a go at doing things for themselves, such as undertaking personal care routines. They recognise their own names and are beginning to form recognisable letters. During role-play, they show high levels of imagination as they represent their own ideas and thoughts show high levels of confidence in speaking listening. Children enjoy developing physical skills in the outside area and concentrate well as they built complicated structures with blocks.

## Setting details

<b>Unique reference number</b>	EY349517
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10067098
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	The Fun Factory (Childcare) Limited
<b>Registered person unique reference number</b>	RP905705
<b>Date of previous inspection</b>	6 July 2015
<b>Telephone number</b>	01276 469 469

The Fun Factory registered in 2007. It is located in Camberley, Surrey. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three, and four years. The nursery employs 16 members of staff, 13 of whom hold relevant early years qualifications between level 3 and level 6. The co-manager holds an honours degree in Early Years Care and Education.

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