

Fun Days Nursery

Waggon Road Young Peoples Centre, Waggon Road, Breightmet, Bolton
BL2 5AB



Inspection date	22 August 2018
Previous inspection date	9 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Support provided for children who have special educational needs and/or disabilities is excellent. Staff utilise their strong partnerships with external agencies effectively. For example, they work closely with speech and language therapists to implement focused plans and specific teaching methods. This partnership contributes to the good rates of progress that children make.
- There is a strong focus on promoting children's physical well-being and they enjoy a range of healthy foods and snacks. They talk positively about healthy eating and demonstrate a good understanding of the importance of hygiene routines. During snack time, children help to serve fruits using tongs and pour water and milk using a jug. This helps children to develop their independence skills.
- Managers have a clear vision for the future of the nursery. They use their vast experience to work closely with staff and parents to evaluate their provision. Changes implemented benefit children. For example, recent improvements have been made to how managers already closely monitor children's progress. This is helping them to analyse children's progress even more rigorously than before.
- Children form secure attachments with staff and thoroughly enjoy their time at the nursery. Staff help children to express their feelings in a range of ways. For instance, as children arrive, they place their name on a word board to express how they feel that day. The words include 'happy' and 'upset'. This helps staff to support children's emotional well-being effectively.

It is not yet outstanding because:

- Staff do not consistently encourage children to solve the problems they encounter during play independently.
- Occasionally, some adult-led group sessions are not fully effective in engaging all children in learning.

What the setting needs to do to improve further

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

- encourage children to solve problems independently during play to help to promote their good critical-thinking skills further
- review and adapt adult-led group sessions to promote all children's engagement and maximise their learning opportunities.

Inspection activities

- The inspector observed interactions between staff and children during activities and free play, indoors and outside. She assessed the impact this has on children's learning.
- The inspector observed a planned session and jointly evaluated the teaching with a nursery manager.
- The inspector held a number of discussions with the nursery managers. She held discussions with staff at appropriate times during the inspection and spoke to children throughout.
- The inspector held a meeting with the two nursery managers. She reviewed a range of documents, including staff and children's records, and checked evidence of the suitability of staff working on the premises.
- The inspector spoke to a number of parents on the day of the inspection and took account of their views.

Inspector
Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

Managers offer staff feedback on their practice and regular supervisory sessions. They recognise staff strengths and encourage them to share best practice. For example, staff complete observations of other staff teaching. Safeguarding is effective. Staff demonstrate a good ability to identify the potential signs of abuse. They know the procedures to follow in the event of a concern arising. Staff complete robust risk assessments. They engage children in routine fire drills. This helps children to understand what to do in the event of a fire. Systems are in place to monitor children's accidents. Managers use the information to help prevent any further occurrences. The majority of staff hold a paediatric first-aid qualification. This helps them to respond appropriately to any accidents that children may have.

Quality of teaching, learning and assessment is good

Staff assessments of children's learning is moderated by managers, which helps to ensure that they are accurate. Staff plan for children's next steps and involve them in the process. For example, staff listen to children's requests and weave their intended outcomes into the opportunities that they offer. Staff are well qualified and, overall, demonstrate good teaching skills. Children's speaking skills are particularly well supported. For example, staff provide opportunities for children to share their news from home. Children confidently talk in front of their peers. They express their thoughts and opinions, and staff sensitively repeat any words that they mispronounce. This enables children to hear the correct pronunciation of words and helps them to develop their good speaking skills further. Staff provide interesting activities to help children to practise their coordination and extend their good physical skills. For example, children enjoy using a plastic hammer and they concentrate as they drive golf tees into foam bricks.

Personal development, behaviour and welfare are good

Staff access regular training that benefits children. For instance, following on from recent training, staff provide a consistently strong approach to promoting children's positive behaviour. Staff share these methods with parents. For example, parents have the opportunity to use the same visual aids at home and this helps to provide a seamless approach. Children's behaviour is excellent. They cooperate as they play, they are polite and friendly, and are aware of the simple rules in place. Staff praise children and have rewards in place, such as 'star of the week'. This helps to keep children motivated and helps to build their confidence. Staff liaise with parents daily and find out specific information, such as children's toileting requirements. This helps them to adapt care routines to meet children's individual needs.

Outcomes for children are good

All children make good progress. They develop the skills that will help to prepare them for school. Four-year-old children develop a good understanding of numbers. For example, as they build, they count up to 13 bricks. Good early writing skills are shown by three-year-old children. They confidently hold a pencil to write their names. Younger children use their imagination during play. For example, they introduce their own ideas and pretend to make meals using real vegetables and pans.

Setting details

Unique reference number	EY429158
Local authority	Bolton
Inspection number	10061646
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	32
Name of registered person	Haslam, Anne Christine
Registered person unique reference number	RP514037
Date of previous inspection	9 July 2015
Telephone number	01204 334 263

Fun Days Nursery registered in 2011. The nursery employs seven members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 5, four members of staff hold appropriate early years qualifications at level 4 and one at level 2. One member of staff is unqualified and is currently undertaking an apprenticeship. The nursery opens Monday to Friday from 8am until 4pm, all year round. The setting provides funded early education for two-, three- and four-year-old children.

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