

A1 Fun Club

Foley House, Newmarket, Suffolk CB8 0HY



Inspection date	6 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	

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

- Staff form close and supportive partnerships with parents, who praise staff for the care and attention they give their children. Parents become actively involved in their children's learning. They have good opportunities to share information about their children's daily experiences with staff.
- Children have confident and affectionate relationships with staff. They settle quickly to their activities, have fun and show a good sense of belonging.
- Staff provide a good focus on developing children's communication skills. They engage well with all children, provide interesting story times, and make the most of small-group times to encourage older children to talk to each other.
- The qualified and experienced staff work well as a cohesive team and have a good understanding of their responsibilities. They deploy themselves effectively to supervise children during their play and provide them with the support they need.
- Managers and staff have an in-depth understanding of their safeguarding responsibilities. They work diligently with other agencies to protect and support all children and their families.

It is not yet outstanding because:

- In some instances, staff do not make best use of their knowledge of what children need to do next in their learning, to plan focused and stimulating activities that promote rapid progress.
- The organisation of routines does not consistently take into account children's own learning preferences; for example, whether they play indoors or outside. This occasionally leads to children becoming restless.

What the setting needs to do to improve further

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

- make better use of the observations on children's learning to plan focused and stimulating activities that support them to achieve the next steps in their learning more rapidly
- review routines of the day to provide children with more opportunities to meet their own individual needs and preferences.

Inspection activities

- The inspector had a tour of the nursery, met key staff and looked at the resources available to the children indoors and outside.
- The inspector had meetings with the manager and the owner. She checked essential documentation such as evidence of staff suitability and qualifications, children's records and some policies and procedures.
- The inspector spoke with and observed children and staff during the inspection. She and the manager observed a specific activity to evaluate the quality of teaching and children's learning.
- The inspector spoke with parents during the inspection and looked at written feedback to gather their views on the quality of the provision.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Managers and staff attend regular child protection training. They test out their knowledge of safeguarding procedures through, for example, discussions at team meetings. Children play in a secure environment. Staff check the identity of visitors to the setting, including any unknown adults who arrive to collect children. The owner of the nursery implements robust checks on anyone wishing to work with the children, to establish their suitability. She supports staff to attend training and improve their qualifications. Staff have effective procedures for transferring children safely to and from local schools. Teachers visit the setting to meet the pre-school children during the summer months. This helps children approach their move into Reception Year with confidence. Managers collect the views of staff, parents and children to help them develop action plans for improvement.

Quality of teaching, learning and assessment is good

Overall, staff provide children with enjoyable activities that effectively promote their development. They work well with parents to get to know children's current interests at home. Staff encourage older children to write for a purpose. For example, they make writing materials easily accessible so that children can mark their artwork. Displays of posters and labels provide children with positive examples of text in various languages. Staff skilfully incorporate mathematics into children's activities. They sing counting songs and encourage children to identify different shapes, sizes and colours. Staff provide young children with enjoyable sensory activities. Children excitedly splash water with their hands and learn to scoop it up using different sized containers. Managers monitor children's development to identify and address any gaps in their learning.

Personal development, behaviour and welfare are good

Children learn to behave well. They interact with children of different ages and develop a good understanding of tolerance for others. Staff act as good role models. They encourage children to demonstrate good behaviour and learn social niceties, such as 'please' and 'thank you'. Staff work well with parents to support children's entry into the setting. They offer home visits and collect detailed information on children's individual care and learning needs. Children benefit from a broad selection of accessible, good-quality resources. Staff check equipment for safety each day and conscientiously remove any broken or damaged toys. Children learn to keep themselves safe as, for example, they discuss how safe it is to ride bicycles around the traffic cones.

Outcomes for children are good

All children make good progress from their starting points. They have confident attitudes and engage well with unfamiliar adults. Older children understand the structure of stories and can accurately recall the events in books, such as 'Goldilocks and the Three Bears'. Children have good independence as appropriate for their age. Younger children help to tidy away their toys at the end of sessions. Older children use knives with skill as they prepare fruit for their snacks.

Setting details

Unique reference number	EY496061
Local authority	Suffolk
Inspection number	10070818
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	1 - 11
Total number of places	45
Number of children on roll	50
Name of registered person	A1 Fun Club Ltd
Registered person unique reference number	RP528640
Date of previous inspection	Not applicable
Telephone number	01638 609001

A1 Fun Club registered in 2015. The setting operates for 51 weeks of the year, Monday to Friday from 6.30am until 6pm. The setting employs 10 members of childcare staff. Of these, seven hold relevant early years qualifications between level 2 and level 5. The setting provides early education funded places for two-, three- and four-year-old children.

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