

Fun Box Day Nursery

Totton Christian Centre, 9 Ringwood Road, Southampton, Hampshire
SO40 8DA



Inspection date	30 May 2019
Previous inspection date	16 February 2016

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- There is a strong family feel to the setting. Superb parent partnerships are fostered and developed from the very beginning. The setting takes the time to know its families in depth, offering support for the whole family. Parents speak fondly of the setting and comment that their children receive excellent care and that they are settled.
- Children's well-being is exceptionally well supported. They show strong emotional attachments with all practitioners and have extremely high self-esteem.
- Practitioners meet the needs of children with special educational needs (SEN) exceedingly well. They use their accurate knowledge of the child to follow their interest and extend their learning.
- The setting has good links with external agencies and has fostered strong partnerships which benefit all children.
- Children are keen learners who are highly confident. They enjoy engaging in a range of activities which are tailored to their needs.
- Practitioners are inclusive of all backgrounds and children are encouraged to respect each other's differences and learn from one another.
- There are many occasions for parents to be involved in the setting, such as activity sessions and coffee mornings. The setting does not routinely ensure that home learning opportunities are fully supported and shared.
- Teaching is sometimes not highly responsive to children's needs. This means that there are times when children do not learn as much as they could.

What the setting needs to do to improve further

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

- develop the quality of teaching further to ensure all teaching is highly effective in moving children on in their learning
- enhance children's development further by providing support for home learning opportunities.

Inspection activities

- The inspector observed play activities indoors and outdoors.
- The inspector read relevant documentation.
- The inspector held a leadership and management discussion with the manager.
- The inspector spoke to the parents present and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with all practitioners.

Inspector

Natasha Jarvis

Inspection findings

Effectiveness of leadership and management is good

The manager is enthusiastic and dedicated to the setting. Safeguarding is effective. The manager keeps herself up to date with safeguarding and cascades updates to her team. All practitioners understand their role and are confident in keeping children safe through robust policies and procedures. The manager has high expectations of her team. She holds regular supervision meetings and is beginning to put effective training methods such as shadowing in place. The setting works cohesively and effectively with a range of agencies to support children's specific development needs. The manager makes the most of opportunities to expand children's experiences. For example, she encourages parents to come into the setting to teach nursery rhymes in their native language.

Quality of teaching, learning and assessment is good

A wide range of experiences are provided. For example, children enjoy making 'cake' in the mud kitchen and exploring ice as it melts. The garden is stimulating and well resourced. It caters for the needs of all children. Practitioners model language and children are given chances to extend their language frequently, for example during discussions over breakfast about the recent holidays of the children and practitioners. Children's needs are prioritised and they are given opportunities to think and make links for themselves. For instance, a practitioner encourages children to think whether a train will fit in the tunnel the children have made. Practitioners ensure that every child's needs are met in ways that are specific to the individual, such as using visual timetables and 'now' and 'next' boards.

Personal development, behaviour and welfare are outstanding

Practitioners are highly attentive and sensitive to children's needs while also encouraging independence. For instance, a practitioner encourages a child to change clothes. This enables the child to develop useful skills and also results in the child feeling highly positive about their self-care. Practitioners make personal care an exceptionally positive experience for the child. Children have excellent relationships with practitioners and are keen to share their experiences. While playing with play dough, children are eager to show their creations to each practitioner. Children have a strong understanding of how to keep themselves safe. For example, they tell practitioners the dangers of running while eating. Routines and settling-in sessions are adapted to each child's and family's needs so that these are highly effective. As a result, children are extremely confident and relaxed at the setting. The setting has worked closely with parents to ensure children bring a healthy lunch with them, which fosters their physical well-being.

Outcomes for children are good

Children make typical progress and are well prepared for the transition to school. Children with SEN do particularly well in their learning and development. Practitioners have high expectations of the children's behaviour, resulting in a calming environment. Practitioners highly praise children's achievements, boosting their self-confidence. Children enjoy a range of activities including painting, play dough and reading stories. They confidently play with each other and willingly include practitioners in their play. For example, practitioners are invited to join children at their tea party.

Setting details

Unique reference number	EY480297
Local authority	Hampshire
Inspection number	10076213
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	41
Name of registered person	Fun Box Day Nursery Limited
Registered person unique reference number	RP533870
Date of previous inspection	16 February 2016
Telephone number	02380 861166

Fun Box Day Nursery registered in 2014. It is located in the Totton Christian Centre in Totton, Hampshire. It opens Monday to Friday, from 8am to 6pm. The nursery opens all year except for two weeks at Christmas and bank holidays. The manager holds early years professional status and employs six other practitioners, all of whom are suitably qualified. The nursery accepts funding for children aged two, three and four years.

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