

# Fun to Learn

Newport C of E Primary School, Hazel Close, Newport, Isle of Wight PO30 5GD



<b>Inspection date</b>	22 July 2019
Previous inspection date	22 May 2013

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

- The provider makes sure children with special educational needs and/or disabilities (SEND) benefit extremely well from their time at nursery. The special educational needs coordinator is highly skilled and competent in delivering targeted, small-group teaching and individual plans for children who require it most.
- Children in the older age groups, including school-age children play harmoniously together. Their behaviour is exemplary. Children are incredibly purposeful and busy in their play and respectful of their friends.
- Teaching across the team is consistently good, which has a positive effect on the progress children make in their development. Staff have a clear understanding of how children learn. The environment for each age group is very stimulating and motivates children to explore, investigate and learn.
- Staff coaching and bespoke in-house training takes place to help staff understand their roles and responsibilities. However, the managers have not fully embedded plans to monitor and improve staff practice.
- Parents report that communication from staff and managers is strong. They are extremely happy with the nurturing care and the progress their children make. However, the partnership with parents lacks specific and tailored links to home learning to benefit the children further.

## What the setting needs to do to improve further

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

- develop monitoring strategies to help raise the quality of teaching in the under-three unit to an outstanding level
- strengthen the links to children's home learning to raise children's outcomes further.

### Inspection activities

- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the provider/manager.
- The inspector held a leadership and management discussion with the provider/manager and looked at relevant documentation.
- The inspector observed children's play and learning activities inside and out, and talked to children.

#### Inspector

Loraine Wardlaw

## Inspection findings

### Effectiveness of leadership and management is good

The dedicated provider is proactive and self-reflective. She makes sure the staff are fully inducted, trained and continually look at ways to improve the setting. For example, they enhanced the outdoor learning environment. Consequently, children relish the many physical challenges available to them. Safeguarding is effective. The staff team is trained well to understand child protection procedures. Staff know exactly what to do if they are worried about a child or adult. The provider evaluates and improves safeguarding practice constantly. For example, she introduced red wrist bands for children who had a bump to the head to ensure all family members are aware. Partnerships with other agencies and professionals are exemplary. This is particularly evident in relation to children with SEND.

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

Children have a lot of fun and enjoy their learning experiences alongside staff who provide exciting play activities and clear, purposeful interaction. For example, staff provide shaving foam with a good variety of small objects. This encourages two-year-olds to develop their senses, talk, make connections and be imaginative. Specific 'plan, do and review' activities for older children successfully build on children's interests and enthusiasm for learning. For example, they made a witch and ladybird to their own design, finding and sourcing the materials themselves. Additionally the staff provided children with clay to make minibeasts and used identification sheets and books to support pre-reading skills. Staff carefully support children's mathematical development in free play. For example, they encourage children to add two numbers together or one more to a given number.

### Personal development, behaviour and welfare are outstanding

Children thrive in an environment where staff are exceedingly attentive to their needs. Their emotional well-being is highly supported. An excellent key-person system ensures that children's personal care routines are followed closely, such as their individual sleeping habits. The staff have a comprehensive knowledge of each child and their family. Children's safety is central to everything the staff do, while fully supporting them to take managed risks. For example, children move their bodies with skill and control across the horizontal ladder, supervised closely by staff. Children show high levels of kindness, self-control and confidence in social situations. For example, older children help younger children to join in their games in a very relaxed and happy atmosphere.

### Outcomes for children are good

Children show positive attitudes and enthusiasm for learning. The progress children make is good, given their starting points. They are well prepared for the next stage in learning. For example, older children take off their shoes and socks independently, listen carefully to the staff and follow the yoga moves successfully, stretching and bending their bodies in a variety of ways. They build and design spiders, caterpillars and centipedes, moulding clay purposefully. Younger children practise their walking skills, cruising along the child-size ramp structure and encouraged by staff. They are beginning to develop their understanding and speaking skills by listening to and imitating staff.

## Setting details

<b>Unique reference number</b>	119756
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10060458
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	187
<b>Name of registered person</b>	Jones, Michele Deborah
<b>Registered person unique reference number</b>	RP906319
<b>Date of previous inspection</b>	22 May 2013
<b>Telephone number</b>	01983 822 371

Fun To Learn registered in 1998. It is a privately owned provision which operates from premises situated within the grounds of Newport Primary School in Newport, on the Isle of Wight. The nursery provides funded education for two-, three- and four-year-olds. The provision opens five days a week, all year round, from 7.45am to 5.45pm. Flexible sessions are available within these times. The manager employs a total of 20 staff to work directly with the children. Of these, 19 staff hold relevant early years qualifications at levels ranging from level 2 to level 6.

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