

House Of Fun Nursery

45 Longs Industrial Estate, Englands Lane, Gorleston, GREAT YARMOUTH,
Norfolk NR31 6NE



Inspection date	28 August 2019
Previous inspection date	17 July 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The quality of teaching is variable. While some staff engage effectively with the children, others focus more on just supervising the children and following nursery routines. Monitoring of the nursery by management, and the supervision of staff, do not focus enough on improving the quality of teaching.
- While there is a broad range of resources available overall, activities lack challenge. Activities are not planned well enough to encourage children to investigate, concentrate and develop their own ideas for sustained periods of time.
- Observations and assessments of children's progress, particularly with regard to their speech and language development, are not always used effectively to plan targeted support to meet children's individual learning needs.
- Support to help children who speak English as an additional language make good progress in their learning is not well established.

It has the following strengths

- Parents receive ongoing information about their children and are involved in their children's learning and development. Parents comment positively on the care and education their children receive.
- Staff work effectively with external agencies and ensure that those children with special educational needs and/or disabilities who attend the nursery are included and well supported.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
ensure arrangements for supervision, mentoring and coaching of staff place a strong focus on raising the quality of teaching	20/12/2019
review and improve the quality of the learning environment and ensure that staff deliver well-planned activities which challenge and interest the children and encourage them to investigate, concentrate and develop their own ideas for sustained periods of time	20/12/2019
ensure that observations and assessments of children's progress are used effectively to plan and support individual children's learning, with a particular focus on their speech and language development	20/12/2019
improve opportunities for children who speak English as an additional language to increase use of their home language within the nursery and in their play and learning.	20/12/2019

Inspection activities

- This inspection was carried out because of a risk assessment, following information received about this provider.
- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors completed joint observations of two activities with the nursery manager.
- The inspectors spoke with staff and children at appropriate times throughout the inspection.
- The inspectors held a meeting with the manager. They looked at relevant documentation and reviewed evidence of the suitability of staff working on the premises.
- The inspectors spoke to a number of parents during the inspection and took account of their views.

Inspectors

Dawn Pointer

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management requires improvement

The management team monitors the nursery's effectiveness and has clear plans to address weaknesses. However, these have not been fully implemented. Staff have attended mandatory training and several have undertaken training to improve their knowledge in early years practice. However, staff have not received the level of supervision, mentoring and coaching they need to ensure good quality of teaching. In addition, not enough is being done to support children who are slower to progress in their speech and language, or those who speak English as an additional language. Safeguarding is effective. Robust risk assessments ensure that the premises are safe. Visitors' identity is checked prior to entry. Recruitment and vetting procedures are rigorous to ensure staff are suitable to work with children. Staff demonstrate a satisfactory knowledge of safeguarding procedures and adhere to nursery policies for the use of mobile phones.

Quality of teaching, learning and assessment requires improvement

Although staff have relevant qualifications, the quality of teaching is variable. Children do not get good opportunities to practise speaking, think critically and learn new skills in a language-rich environment. They are keen to participate in activities, such as making magic wands and gluing teddy bears. However, these adult-led activities provide children with insufficient challenge. Children do not have good opportunities to create freely with a broad range of materials or practise using a variety of tools. Staff gather detailed information about children when they first start. They make observations of children's achievements and assessments of their progress. However, these are not used well enough to support all children to make good progress in their learning.

Personal development, behaviour and welfare require improvement

Overall, resources are of good quality, but activities are not always well planned or presented. They are not changed or adapted to sustain children's interest. Nevertheless, children are well cared for and can make some independent choices. Staff have clear expectations of children's behaviour and praise their achievements. Overall, children behave well. Children in the holiday club show enthusiasm when learning about recycling. Babies are reassured and comforted by staff when they separate from parents. Sleep and nappy changing routines are organised to meet young children's needs. Children help themselves to drinks. They enjoy healthy meals and special diets are catered for. All children have daily opportunities to use the well-established outside play areas and be physical in the large indoor play area.

Outcomes for children require improvement

While children are developing some key skills, they are not best prepared for the next stage in their learning and moving on to school due to weaknesses in teaching. Despite this, children are developing some social skills and learning to take turns. They independently use the toilet and wash their hands before meals and confidently use cutlery at meal and snack times. Children dress up and play imaginatively in the different role-play areas. They practise physical skills when completing an obstacle course and shooting balls into a net. They choose a favourite song and tap along with rhythm sticks.

Setting details

Unique reference number	EY239628
Local authority	Norfolk
Inspection number	10118588
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	0 - 11
Total number of places	171
Number of children on roll	359
Name of registered person	House of Fun Nursery Limited
Registered person unique reference number	RP535516
Date of previous inspection	17 July 2017
Telephone number	01493 600 877

House Of Fun Nursery registered in 2003. The nursery employs 40 members of childcare staff, all of whom hold appropriate early years qualifications between level 2 and level 6. It opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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