

Inspection of Fun Time Nursery Limited

231-233 Village Street, DERBY DE23 8DD

Inspection date: 10 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Most children are happy and move around their rooms and outside choosing what they wish to play with. This said, the quality of education is variable. Staff's interactions with the children are inconsistent across the nursery. On occasions, some children do not show good levels of curiosity or engagement in their play. Nevertheless, children show that they enjoy their time at the nursery. Pre-school children enjoy the company of their friends. Most children learn to share toys and play cooperatively. However, children do not always receive clear and consistent messages from staff about why some behaviours are not appropriate.

Children enjoy the range of creative opportunities on offer. They freely explore play dough, sand and paint. Children use their imagination and thoroughly enjoy role play. They use pots and pans to make 'chocolate cookies' and cook 'tomato and cheese pizzas' in the toy microwave. However, at times, two-year-old children are not supported to join in conversations. This limits the progress younger children make in their communication and language development. Children enjoy being physically active in the fresh air. They develop their balancing skills as they use the equipment safely. Children confidently ride on bicycles and scooters outside, negotiating space and each other.

What does the early years setting do well and what does it need to do better?

- The manager has developed a curriculum that considers children's interests. However, staff do not implement this curriculum effectively. Staff's interactions with children are not always challenging or inspiring. For example, pre-school children show a real interest in using toy diggers to fill containers with sand and then empty them. However, staff are too focused on getting children to identify the numbers on blocks. They do not recognise their interest or support them to build on their learning further. Consequently, children are soon distracted and lose interest.
- Staff do not support children's spoken language. This is especially evident in the rooms for two-year-old children. Staff get down to children's level. However, sometimes, staff take on a supervisory role rather than talking and interacting with children. They do not repeat words or comment on what children are doing, to support their language development. In addition, staff do not use children's home language to support children who speak English as an additional language, to help them to develop their communication skills. Consequently, children do not use their voices and there are times when no one is speaking in the room. This does not support children's future learning.
- Staff plan activities for the pre-school children, such as recognising numbers and counting plastic elephants, to help to develop their mathematical skills. Staff also display numbers in the environment, such as in the role-play area. However,

they do not always support children to extend their mathematical knowledge. For example, staff do not make frequent use of mathematical words in children's everyday activities or help them to practise their counting skills as they play.

- There are positive behaviour rules set by the manager, such as children sharing toys and using 'kind hands'. However, pre-school children are not always receiving clear and consistent messages from staff about why some behaviours are not appropriate. Children do not consistently learn about rules and boundaries and why it is important to follow them.
- The manager considers the staff's well-being. She regularly checks to ensure that they are all right, through termly supervision sessions. The manager arranges training for staff, to help to improve their skills. However, she does not consistently monitor staff's practice. For example, she does not review what staff have learned during training, their understanding of the curriculum and how to implement it.
- Staff are attentive to the children's care needs, which supports their emotional security. They develop appropriate partnerships with parents and other professionals to support children with special educational needs and/or disabilities. They talk to parents about their child's learning at collection times and send home photos and summaries of what they have been doing so that parents can continue children's learning at home.
- Staff promote children's independence skills. They offer them choices and encourage them to do things for themselves. Children are encouraged to put on their coats and choose their own snack. Staff provide opportunities for children to develop their physical skills and expand on their experiences from home. For example, children enjoy daily exercise as they play outside and have opportunities to use the soft-play area to extend their physical skills further.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows robust induction and recruitment processes to help to ensure that staff are safe to work with children. Staff complete training to keep their child protection knowledge up to date. They know the local referral procedures to follow if they have a concern. Staff are aware of the duty to prevent children being drawn into situations that put them at risk. Good procedures are followed to safeguard children when they arrive at and leave the setting. Children learn in a safe and secure environment. Staff regularly assess risks to identify and remove any potential hazards.

What does the setting need to do to improve?

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

	Due date
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ensure that staff implement the curriculum so that all children receive meaningful and challenging learning experiences which meet their individual development needs and help them to build on their emerging interests	29/07/2022
ensure that staff support children to develop their language and communication skills and consistently provide them with quality interactions and opportunities to hear spoken language, especially in the rooms for two-year-old children	29/07/2022
ensure that behaviour management techniques are consistently applied by all staff to better support children's understanding of positive behaviour and help them to understand rules and boundaries, especially in the pre-school room.	10/06/2022

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

- develop the implementation of the mathematical curriculum to support children to use number, count and develop their understanding of mathematical concepts during their play
- strengthen the monitoring of staff's performance to improve their practice, increase their knowledge of the curriculum and their interactions with the children.

Setting details

Unique reference number	EY478943
Local authority	Derby
Inspection number	10236392
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	56
Name of registered person	Fun Time Nursery Derby Limited
Registered person unique reference number	RP533775
Telephone number	01332723138
Date of previous inspection	13 September 2016

Information about this early years setting

Fun Time Nursery Limited registered in 2014 and is located on the outskirts of the city of Derby. The nursery employs 11 members of staff. Of these, seven hold early years qualifications at level 2 or 3. The manager has a degree in early childhood studies, and the provider holds early years professional status. The nursery operates from Monday to Friday during term time only. Sessions are from 9am to 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Hughes

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the nursery.
- The inspector had a learning walk with the manager and discussed how she organises and implements the curriculum.
- The manager took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this has on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the staff and the children and considered the impact these have on children's learning.
- The staff spoke to the inspector about their key children and how they implement the curriculum.
- The parents spoke to the inspector by telephone, so she could take account of their views.
- The inspector had a discussion with the manager about training and how they evaluate their practice and that of the staff.
- The manager showed the inspector relevant documentation and evidence of the suitability of the staff.

We carried out this inspection 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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