

Inspection of The Fun Factory

9 Turnoak Lane, WOKING, Surrey GU22 0AQ

Inspection date: 27 September 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into this friendly nursery. They continuously demonstrate how much they enjoy attending through their broad smiles, playfulness and positive attitudes to learning. Children are curious and confident when exploring the environment. They are content and display a strong sense of belonging. Children have secure and trusting bonds with the staff, who are caring and patient in their approach. Attachments in the baby room are particularly strong. Staff have high expectations for children's learning and behaviour. This helps children to prepare for their future learning and the eventual transition to school.

Children's physical development is well promoted. They benefit from the large spaces both indoors and outdoors. Children actively explore the garden. They confidently tip coloured water from one container into another, adding glitter to make a magic potion. Children run around outside and squeal in delight while playing a game of Halloween dressing up. They listen carefully and follow instructions given by staff. Children understand the expectations of them and why rules are in place.

Children are supported well to learn about their feelings and emotions through books and conversations. Staff are good role models and teach children about kindness and respect, using their 'golden rules'. Older children are considerate towards younger children. They play cooperatively together and share resources well.

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

- Children are happy and confident at the nursery. Toddlers freely approach their key person and enjoy time for cuddles. They develop secure attachments with staff and feel safe. Children are confident to investigate and explore their environment. For example, they build up toy bricks and laugh as they knock them down. Children happily share and take turns.
- Staff identify children with special educational needs and/or disabilities and provide them with additional support. These early interventions help to narrow gaps in children's attainment so that all children progress well in their learning.
- Children are encouraged to develop their communication and language skills. Staff surround children with a rich selection of books, stories and conversations to match their current interests. However, staff do not always use a wide range of questioning techniques to extend children's learning. Therefore, children's problem-solving and critical thinking skills are not fully enhanced.
- Parents comment that their children 'absolutely love' the nursery and that staff are 'friendly and supportive'. They receive daily feedback on their children's

progress and share information from home to further enhance their learning. Children are well supported during transition into the nursery, into the next room at the nursery and in their eventual move on to school.

- Children are active learners and are eager to become involved in activities. Staff sit closely with children to guide them, while allowing them to make their own choices. However, staff are not always successful in using spontaneous opportunities to develop older children's mathematical knowledge, vocabulary and understanding in their play.
- Staff enjoy working at the nursery. They work together well and bounce ideas off each other as they strive to make the setting even better. Staff feel very well supported by the manager. She meets with staff regularly, and they have access to a wide range of training courses to improve practice even further.
- Children follow hygiene routines and understand the importance of washing their hands before eating. Staff promote children's independence. They prompt children to use their cutlery and encourage them to pour their own water, offering support when required.
- Staff plan a range of different experiences, such as messy play and the opportunity to be physically active outdoors. This contributes to children broadening their horizons and developing skills for their future learning. For example, children develop their fine motor skills while using twigs to paint autumnal pictures.
- Children feel safe, secure and unique. Staff value the different cultural backgrounds and experiences each child brings with them. They celebrate days that are special and provide worthwhile opportunities for children to learn about cultures other than their own. For example, children learned about Rosh Hashanah, looking at honey and pomegranates and what these represent.

Safeguarding

The arrangements for safeguarding are effective.

As babies and toddlers sleep, staff remain in the room to ensure their safety. Children help to establish safety rules in the nursery, such as 'kind hands and feet'. The premises are secure to prevent any potential unauthorised persons from entering. All staff have a good understanding of their responsibility in protecting children from harm. They can identify when a child may be at risk and know how to follow child protection procedures to ensure their welfare. All staff undergo relevant checks to ensure their suitability to work with children.

What does the setting need to do to improve?

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

- help staff develop effective questioning techniques to further enhance children's critical thinking and extend their learning to the highest level

- improve how activities are planned and organised to further develop children's understanding of mathematics, especially with older children.

Setting details

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| Unique reference number | EY456979 |
| Local authority | Surrey |
| Inspection number | 10217740 |
| 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 | 0 to 4 |
| Total number of places | 33 |
| Number of children on roll | 61 |
| Name of registered person | The Fun Factory (Childcare) Limited |
| Registered person unique reference number | RP905705 |
| Telephone number | 01483766473 |
| Date of previous inspection | 16 December 2016 |

Information about this early years setting

The Fun Factory registered in 2012. It operates in Woking, Surrey and provides care for children from Monday to Friday, 8am to 6pm, for most of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 17 staff. Of these, one holds a qualification at level 6, two hold a qualification at level 5, and a further six staff have an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- The inspector and the nursery manager had a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of education being provided, indoors and outdoors, and the impact on children's learning was assessed.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- A joint observation was carried out with the nursery manager and the inspector.
- The inspector looked at a sample of relevant records and documentation, including evidence of staff suitability and training.

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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