

Inspection of Funtrain Day Nursery

9 and 9A Hamilton Street, Birkenhead, Merseyside CH41 6DL

Inspection date: 4 April 2023

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the setting. They enter happily and are quickly engaged in a range of interesting play and learning opportunities. Children are safe and feel safe here. Staff provide a calm, warm and welcoming environment. Older babies love to listen to their favourite stories, such as 'Old MacDonald had a Farm'. They repeatedly ask staff to sing the song to them as they join in. This helps babies to learn the sounds and names of the farm animals. Toddlers persevere at tasks, such as rolling a ball all the way down the zigzag guttering.

The manager and staff have implemented a more balanced and sequenced curriculum. As a result, children, including those who are funded or with special educational needs and/or disabilities (SEND), make sustained and steady progress.

Children are keen and curious learners. For example, pre-school children work collaboratively together and share their ideas as they create a magnetic tower. Staff know the children well and plan an interesting range of activities that spark the children's interest. Children behave well. This is because staff are positive role models who have high expectations of what the children can achieve.

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

- The setting is led by two highly committed managers. Improved management systems ensure that staff receive the right training and support to fulfil their roles. Managers have worked tirelessly to bring about changes in the setting. They have worked in partnership with staff to trial new ideas and different ways of working. For example, they have reorganised the learning environment and introduced interesting resources to help enhance children's curiosity and imagination.
- In the main, children are gaining new knowledge and skills that prepare them well for future learning. However, at times, staff do not know what children need to learn and in what order. This does not consistently build on children's capabilities.
- Pre-school children are very independent. They confidently put on aprons, pour their own drinks and help to tidy away their toys. However, younger children are not always encouraged to attempt these tasks during their daily routines and activities. Consequently, younger children do not have consistent opportunities to practise their independence skills.
- There has been a strong emphasis to support the children's communication and language skills. Staff ensure that they use the correct pronunciation of words so that children can develop their language and learn new words. Consequently, children are confident to use new language, such as squish and squeeze, to describe what they are seeing and doing.

- Children develop a love of reading. They enjoy reading books with their friends and listening to stories read by staff. Pre-school children enjoy acting out stories, such as 'Superworm', and their enthusiasm for this is infectious. Older babies giggle in delight as they repeat familiar phrases from a favourite story.
- Children develop early mathematical skills and an awareness of mathematical language, such as 'more' and 'less than'. Pre-school children confidently count to five and recognise numbers and shapes in the environment. Staff use counting songs to introduce younger children to numbers. This helps them to develop an understanding of mathematics from a young age.
- Children develop a sense of self. Staff talk to the younger children about what is happening as they change their nappies. Older children are able to tell staff how they are feeling and why. For example, one child said they were happy because they could play the Easter egg game.
- Staff are aware of the lingering effects of the COVID-19 pandemic on children's emotional health and well-being. They know that some children struggle in certain situations. As a result, staff implement effective strategies to support children by, for example, providing quiet spaces for them to relax. This helps children to settle quickly before they engage in the activities provided.
- Staff are positive role models to children. They help children to understand the setting's rules and to learn right from wrong. Children understand why they must use their quiet voices indoors and to share the resources with their friends.
- Children are cared for in an inclusive setting that celebrates their individuality. Children with SEND are well supported. This is because staff have a good understanding of their needs. Staff work closely with other professionals to ensure that children receive continuous support and guidance. Consequently, children make sustained and steady progress from their starting points.
- Parents are complimentary about the care and support provided to their children. They speak highly of the staff and are delighted with the 'amazing progress' their children have made.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a sound understanding of their responsibilities in keeping children safe. They work in partnership with other agencies to ensure that children and their families get the right support when they need it. Staff have completed training to ensure that their knowledge and skills are current. Staff know what action they would take if they were concerned about a child or the conduct of a colleague. Risk assessments are conducted daily to help ensure that children can play in a safe environment. Effective procedures are in place for the recruitment and induction of new staff. This means children are cared for by suitable staff.

What does the setting need to do to improve?

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

- support the staff to firmly embed the new curriculum so that they build on the learning opportunities provided to children
- encourage younger children to develop their independence skills.

Setting details

Unique reference number	EY310371
Local authority	Wirral
Inspection number	10247956
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 at time of inspection	1 to 4
Total number of places	45
Number of children on roll	43
Name of registered person	Fun Train Day Nursery
Registered person unique reference number	RP907075
Telephone number	0151 647 0482
Date of previous inspection	24 June 2022

Information about this early years setting

Funtrain Day Nursery registered in 2005. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one holds level 2. The nursery is open Monday to Friday, for 51 weeks of the year. It closes for one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Scully

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and the children.
- The inspector carried out a joint observation of group activities with the managers.
- The managers showed the inspector documentation to demonstrate the suitability of staff.
- The inspector carried out a learning walk with the two managers and talked to them about their curriculum and what they want the children to learn.

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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