

# Inspection of Fit N Fun Kids

Unit 10, Tregoniggie Industrial Estate, Falmouth, Cornwall TR11 4SN

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Inspection date: 12 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children have a fun time at this nurturing and happy nursery. Staff support children to confidently say goodbye to their parents and join their friends. Children enjoy interesting conversations with staff and other children. Children make good progress in their learning and development as they play with a wide variety of interesting activities and toys.

Managers have created an ambitious curriculum and staff confidently implement this into the activities they provide. Staff adapt activities to meet the needs of each unique child. Young children enjoy word games, learning and remembering words as they eagerly put their hands on their head, nose or ears after staff say the name of the body part they must find. Pre-school children develop their hand-to-eye coordination and explore different emotions as they play a game, collecting emotion 'tokens' with a magnetic fishing rod. Staff support them to understand the different emotional facial expressions that are attached to the tokens, how to explore their own emotions and develop empathy. Babies enjoy playing with dough. They roll and squeeze it, developing the muscles in their hands. Older babies enjoy putting the dough away into its container at the end of play time. Babies laugh as they play with balls, rolling them along the floor.

Children are curious and enjoy learning about the weather. Pre-school children discuss with staff the effects of the wind and rain. They observe how strong the wind is as they watch leaves blow around the garden. Staff support children to explore nature. They enjoy discovering the herb garden, smelling the mint plants and looking for insects in the bug hotels.

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

- Managers ensure the curriculum is securely embedded throughout the nursery. Staff know the children in their care well and are confident about what they want children to learn and why. They plan activities that children enjoy and which are linked to the curriculum and children's interests. For example, staff create activities, such as making a jungle out of toy animals and trees, reading books and creating paintings of tigers and leopards with the babies. Planning in the pre-school is organised so that activities are well sequenced, building on what children already know. However, staff do not always build on the older children's knowledge and skills further by making full use of the learning opportunities of each activity and challenging children even more.
- The nursery places a good emphasis on developing children's language and communication skills. Staff ask open questions and give children time to think and respond. Children communicate confidently. Children say how 'delicious' the nursery lunch is and younger children speak confidently, in four-to-five-word

sentences. However, staff do not always make use of conversations with older children, such as during activities and group times, to include mathematics in their daily vocabulary. For example, counting quantities, naming shapes or talking about weight and measure.

- Children have positive attitudes to learning and demonstrate good levels of enjoyment and curiosity. Staff in the younger children's rooms have high expectations for children's behaviour and conduct. For example, when staff ask children to wash their hands and take their seats for lunch, the children respond quickly. Children wait patiently and have good manners. However, staff in the pre-school room do not always support children to understand how their behaviour impacts on others, so they learn to take turns and listen to others in conversations.
- Staff and managers have positive relationships with parents. Parents report that their children make good progress in their learning and development and that they feel well supported. They comment that their children develop a love of reading and books and that language development is strong. Parents' feedback is that the nursery provides a well-balanced and nutritious food menu. Parents know their opinions matter and they recommend the nursery to others.
- Children with special educational needs and/or disabilities (SEND) make good progress. All staff have completed training in communicating with sign language and four staff are highly qualified in using sign language. Older children confidently use signing in their daily communication and children with SEND make good progress in their language and communication skills.
- Children develop their physical skills with lots of opportunities to spend time outdoors. Older children develop core skills, strength and coordination as they climb, balance and run outdoors. They have free access to the outdoor area. Every morning, they enjoy movement sessions with staff where they wake up their bodies.
- Managers have created a strong team of staff who enjoy coming to work and who feel well supported in their roles. Managers have good links with other early years professionals, including the local primary schools to support children's experiences.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of child protection. They know how to recognise possible signs of abuse, are confident in the procedures to follow, and know who to contact to ensure children are safe. Managers have robust policies and procedures in place and provide staff with high-quality training. Managers conduct regular risk assessments of the premises to ensure children are safe from harm. Staff support children to develop their understanding of when they might be at risk during their play and where to get support if they need it.

## What does the setting need to do to improve?

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

- develop activities to provide older children with further challenge to build their knowledge and skills even more
- support older children to develop their mathematical skills and knowledge further so that they learn to count, name shapes and talk about weight and measure
- extend behaviour management strategies to support older children to understand more how their behaviour impacts on others.

## Setting details

<b>Unique reference number</b>	EY218833
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10280822
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	114
<b>Name of registered person</b>	Fit 'N' Fun Kids (Cornwall) Limited
<b>Registered person unique reference number</b>	RP524801
<b>Telephone number</b>	01326 379428
<b>Date of previous inspection</b>	23 August 2017

## Information about this early years setting

Fit N Fun Kids registered in 2014 and operates from its own premises on the Tregonigge Industrial Estate on the outskirts of Falmouth, in Cornwall. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year, closing for Christmas and bank holidays only. There are 23 members of childcare staff. All have appropriate early years qualifications. Two are early years teachers, three have a level 5 qualification, 13 have level 3 qualifications, two are qualified to level 2, one is a trainee and two are unqualified. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Victoria Jones

## 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 observed the quality of the curriculum during activities and assessed the impact this has on children's learning.
- The inspector spoke with the staff and children during the inspection.
- The inspector read feedback from parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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