

Inspection of Fun Kids Nurseries

41 Marlborough Hill, Harrow, Middlesex HA1 1TX

Inspection date: 17 July 2023

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The management team aims to provide a curriculum that meets the needs of individual children. However, improvements made to assessments of children's progress are not fully embedded to ensure that all groups of children make steady progress from their starting points. Weaknesses in staffing arrangements mean that children sometimes lack guidance to engage in purposeful play.

Despite the variability in children's learning experiences, they form positive relationships with staff and settle well into the routines at the setting. Older children look out for their peers on arrival and play cooperatively with each other. For example, they build a train track together, sharing common resources and taking turns well during play.

Staff promote children's interest in songs and stories. For example, they play music and encourage children to sing along. Staff provide props such as finger puppets to encourage children's participation in story time. They provide opportunities for children to borrow books from the setting to take home and read with their parents.

Older children learn to take appropriate risks; for example, staff show them how to use a small spade safely during gardening activities. Younger children squeal with delight as they run around and chase each other during a game of 'What's the time, Mr Wolf?'

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

- Since the previous inspection, leaders and managers have improved their knowledge and understanding of current practices in childcare. They have engaged in relevant training and visited other childcare settings to observe and adopt good practice ideas. They have sought the views of parents and staff to identify areas for improvement. While some improvements are beginning to show impact, some are yet to be embedded.
- The management team has improved their monitoring of assessments of children's progress, including the progress check for children aged two years old. However, they do not ensure that all key persons, including those who are unqualified, are involved and fully informed of the outcome of the assessments. This means that some staff are not fully equipped to implement the curriculum effectively and children are not consistently motivated and engaged in their learning.
- There are occasions when the management team does not ensure that qualified staff are deployed effectively. For example, when children follow their interests in play and move between the indoor and outdoor areas, staff deployment does

not always ensure that qualified and more experienced staff are available consistently to work directly with the children.

- Children behave well and learn to take account of the needs of others. For example, they follow staff instructions well to make space for their peers to join in their play at the sand tray.
- The management team has made some improvements to the provision for children with special educational needs and those who receive funding. They have improved partnerships with parents and professionals to plan for individual children's needs. However, these processes are yet to be fully embedded to ensure good or better standards of care and learning for all children.
- Staff ensure children's dietary needs are met. They encourage children to eat healthy foods and provide plenty of opportunities for children to be physically active. Children learn the importance of a healthy lifestyle.
- Since the previous inspection, staff have improved their understanding of the basic areas of children's learning and the importance of promoting children's communication and language development. Children who learn English as an additional language benefit from the multilingual staff team, some of which speak with children in their home languages.
- Staff provide opportunities for children to learn about what makes them unique. For example, parents state that staff planned a 'cultural day' to which children were invited to come dressed in traditional costume. This helps children to learn about other cultures and value differences.
- Staff provide interesting opportunities for older and most-able children to investigate and explore materials such as water, ice and oil. Children know and can explain that water and oil do not mix. Staff challenge their learning; for example, they encourage children to think about ways to melt an ice cube. These activities help children build their early understanding of the properties of materials.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have improved their knowledge and understanding of their responsibility to refer concerns in relation to matters about children's welfare. They provide regular opportunities for staff to refresh their knowledge and understanding of child protection and the processes for escalating concerns. Staff know how to identify signs and symptoms that indicate a child is at risk of harm. The management team completes relevant checks to ensure staff suitability to work with children. The manager works closely with individual staff to support their well-being. Staff take steps to ensure that the environment is safe for children.

What does the setting need to do to improve?

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

	Due date
ensure that qualified staff are deployed effectively to guide and support other staff and contribute to consistency in teaching practice	15/08/2023
improve processes for completing progress checks for children aged two years to ensure that key persons are fully involved at each stage.	15/08/2023

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

- strengthen staff skills to consistently promote children's engagement and motivation during activities
- continue to strengthen the targeted support for children who need help to catch up with their peers, so that they are fully enabled to make steady progress from their starting points.

Setting details

Unique reference number	EY562363
Local authority	Harrow
Inspection number	10281847
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	54
Number of children on roll	52
Name of registered person	Funkids Nurseries Ltd
Registered person unique reference number	RP562362
Telephone number	02086211769
Date of previous inspection	1 February 2023

Information about this early years setting

Fun Kids Nurseries registered in 2018. The nursery is based in the London Borough of Harrow. It is open from 8am to 6pm, Monday to Friday, all year round. The nursery employs 13 staff. Of these, four hold appropriate childcare qualifications at level 3 and five at level 2. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Geetha Ramesh

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 manager, designated safeguarding lead and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents and staff spoke with the inspector during the inspection and shared their views.
- The manager and the inspector completed joint observations of an outdoor and an indoor activity.
- The inspector observed children and discussed with the manager how the curriculum had been implemented and the impact that this had on children's learning.
- Children told the inspector about some of their learning experiences at the nursery.
- The inspector held discussions with leaders and managers at appropriate times and assessed the effectiveness of self-evaluation and improvement action.
- The inspector looked at relevant documentation and reviewed 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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