

Inspection of Fun Fest Billericay

Brightside County Primary School, Brightside, Billericay CM12 0LE

Inspection date:

28 August 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are very happy to attend this setting and arrive with a big smile on their face. They quickly say goodbye to their parents and are ready to start a day filled with fun and stimulating activities. Leaders create a very engaging and dynamic environment focused predominantly on children's interests and preferences. They provide opportunities for children to make their own choices of games and resources to explore. For example, a group of children are fascinated with pretending to be superheroes. They dress up independently and take an active role in their play. Children cooperate well with their peers and talk about what they are doing. This helps strengthen children's social interactions and imaginative skills.

Children behave exceptionally well as staff have high expectations of them. They follow the setting's routines and boundaries with confidence. Staff prompt children at the beginning of each session to discuss the setting's rules. They also discuss what to do in case of a fire or an emergency. This helps support children's emotional resilience.

Children are very confident to approach staff to ask for help or comfort. They also have opportunities to be active and healthy. For example, at snack time, staff prompt them to eat their healthy options of fruits and vegetables. Children follow these instructions with ease. This helps them feel involved and valued during their time at this setting, which contributes positively to their emotional development.

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

- Staff and leaders are very supportive and welcoming. They ensure the setting is inclusive and diverse. Children often express their feedback and interests, and staff take this into consideration when planning inspirational activities. Staff also organise meetings with parents of children with special educational needs and/or disabilities to ensure that their provision fully meets their needs.
- Children have access to a spacious environment. Staff encourage children to engage in various games to build on their gross motor skills and social interactions. For example, children enjoy the 'traffic light' game. They follow instructions with confidence and promptly change direction when they hear 'amber', stop when they hear 'red' and touch the floor when they hear 'pink'. Furthermore, they concentrate well when they pretend to be chameleons or the colours of the rainbow to avoid copying their peers. This further develops children's listening and attention skills.
- Staff are very warm and nurturing. They value children's achievements and success and offer them 'wow awards'. Staff encourage children to express their views at the end of each activity, which they consider for future planning. In

In addition, staff support children to be independent and make their own choices. For example, children select their favourite templates to decorate into beautiful pictures. They are determined to complete the task while talking to staff and peers about what they are doing. This helps build on children's creativity and fine motor skills.

- Children enjoy discovering more about Egyptian history. Knowledgeable staff clearly explain to children the meaning and origin of a sarcophagus. They then prompt children to decorate pictures of sarcophagi, using as much detail as possible. This develops children's creativity and thinking.
- Leaders are passionate and inspirational. They continuously reflect and aspire to deliver unique experiences for children. Leaders have a clear vision for their setting, and they proudly share it with the staff. They formed effective and robust relationships with other professionals, such as school teachers and coaches and instructors.
- Staff are very happy to work at this setting. They complete regular training to keep their knowledge current and benefit from extensive induction sessions. Staff reflect on what children enjoy and adapt activities as required, to meet children's needs and interests. They work well together and are exemplary role models for the children.
- Partnerships with parents are effective. They mention that their children are very happy to return time and time again. They compliment the effective communication and praise the incredibly stimulating environment.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2679256
Local authority	Essex
Inspection number	10355341
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 12
Total number of places	66
Number of children on roll	342
Name of registered person	Fun Fest Chelmsford Ltd
Registered person unique reference number	2679255
Telephone number	07584065414
Date of previous inspection	Not applicable

Information about this early years setting

Fun Fest Billericay registered in 2022. The setting employs 19 members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 or above, including one with qualified teacher status. The setting opens in school holidays only. Sessions are from 8am until 6pm.

Information about this inspection

Inspector

Anca Sandu

Inspection activities

- This was the first routine inspection the provider has 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 setting.
- The provider showed the inspector around the provision. They discussed how the provision, and the activities are organised.
- The inspector observed the interactions between staff members and children and assessed how children's interest are considered when planning activities.
- Some parents met with the inspector, who took into account their views.
- The inspector had discussions with the staff members about the activities provided for all children.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the leaders. She looked at the relevant documentation and reviewed evidence of suitability of the staff to work with children.

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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