

Funshine(Eden Park) Ltd

Inspection report for early years provision

Unique reference number

EY344377

Inspection date

23/05/2011

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Funshine Day Nursery (Eden Park) was registered in 2007. It is one of three nurseries owned by Funshine Ltd. It operates from a detached building situated on a main road close to Eden Park main line station, in the Borough of Bromley, Kent. The nursery entrance is to the rear of the building and there are facilities for parking and for dropping off and picking up. Children have the use of three rooms. The babies' room is on the first floor and there are two further play rooms for toddlers and preschool children on the ground floor. There is a secure outdoor play area. Other facilities include kitchen, laundry and staff room.

The nursery is open each weekday from 7.45am to 6.15pm for 51 weeks of the year. It is registered on the Early Years Register and on the compulsory part of the Childcare Register. It is registered to provide care for 42 children under eight years; of these no more than 18 may be aged under two years at any one time. Currently, there are 63 children on the roll between the ages of six months and four years of age who attend various sessions. The nursery supports children with learning difficulties and/or disabilities.

There are fourteen members of staff plus the owner/manager. Thirteen members of staff hold a relevant childcare qualification; two have a relevant degree in Early Years and one member of staff holds a level 4 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely confident, happy and eager to learn in this exceptionally well managed nursery. Staff, parents and the owners all work in complete harmony to give children the best possible start in their early years development and learning. The nursery makes outstanding efforts to make links with others in the community and this is beginning to reap benefits with local schools. The exceptional ability of the owner and managers to constantly review and evaluate their setting means that all are motivated to explore ideas and develop goals to make this nursery an outstanding example of a high quality children's daycare provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop stronger links with local primary schools to aid transition for children going into their reception year

The effectiveness of leadership and management of the early years provision

Strong leadership and robust systems fully support children's safety and welfare. All members of staff fully understand safeguarding issues and are aware of the procedures to follow if they have any concerns about the welfare of a child in their care. Their overall knowledge and skills are underpinned by sound training programmes. Regular staff meetings are held where information and excellent practice is shared. Furthermore, the rigorous risk assessments which are completed daily and reviewed regularly, enhances children's safety both inside the nursery and when they go on outings. All documentation regarding both the running of the nursery and safeguarding children's welfare is meticulously maintained with all staff taking ownership and responsibility to ensure essential records are correct and held in a confidential manner.

Staff show great efficiency in the planning and daily preparation of activities for the children. This means that babies and young children are always busy; they have an excellent and interesting range of toys, resources and adult led activities. There is always a high ratio of staff to children so all children receive appropriate attention and support.

Children's home cultures are respected and all children are fully integrated through their play experiences regardless of background or ability. For example, staff use a variety of methods to support children who speak English as a second language, working closely with parents. They use pictures to assist children with minimal English to express their wishes and needs where appropriate.

Staff and parents work in harmony to provide the best possible outcomes for children. Staff highly value parents' views and their contribution. This is demonstrated from the initial settling-in period and in keeping parents informed about children's progress as they develop during their nursery years. Many parents comment on how pleased they are with their children's progress.

Staff also work hard to establish links with their community to support children's interests. For example, they visit nearby shops and attend a local school for swimming sessions. Staff are also endeavouring to establish stronger links with local primary schools to ease of transition from nursery to a school environment. This needs to be developed in order to give children the best possible start at their new schools.

The nursery has made outstanding progress since their last inspection. This is because there is a strong staff team who contribute to the overall evaluation of the nursery, taking on board any suggestions from parents. Staff make suggestions of what is working well and build upon these. They also plan changes as a cohesive group, setting goals for their own achievement. This is effectively shown in the redesigning and organisation of the nursery garden. This unity shows the effectiveness of the nursery to maintain a high degree of continuous improvement.

The quality and standards of the early years provision and outcomes for children

Children are bright and active learners showing a high degree of confidence and self-assurance which enables them to make exceptional progress in their learning. This is because staff make the nursery environment a fun place to be where children are always the main focus. The skill of staff in assessing children's individual needs through observation, listening as well as linking practice to theory, enables staff to sensitively challenge and extend children's ideas. A personalised learning programme for each child supports the unique planning methods which are shared with all staff. As a result, all staff know each child well and easily link into each child's level of understanding providing them with individual support and equality of opportunity to maximise on their fun whilst learning.

Babies show a high level of contentment in their specially designed rooms where staff pay particular attention to babies' daily routines and their need to explore, have regular refreshment and rest times. Babies are completely happy playing on soft carpeted areas with staff who give them gentle reassurance in their play activities such as cuddling up close to look at books and they delight in the discovery of sound with rattles. Babies show their confidence as they bury their hands to explore the soft texture of earth and the hard feel of dinosaur models. Interesting works of art are created through babies being allowed to enjoy a variety of messy play activities. Their work is displayed for all to see making their room delightful and personal to them.

When babies become confident toddlers they join the other children downstairs where they have toys, books and resources that challenge and develop their progress. They recognise their photographs on the wall and staff see, at a glance, children's birthdays as well as their individual likes and dislikes. Toddlers eagerly attempt to put their hats and coats on to go outside to play where their play is extended in many ways. Their communication skills naturally develop because staff constantly chat to them. Children ask staff to hold their hands as they balance on tyres and other apparatus; this supports their confidence and physical skills.

All children have fun with water play. They experiment with water, fill containers and make use of plastic cylinders to redirect water. Children's concentration is evident as they solve problems of how to transport water in different ways. Toddlers laugh as they splash with their hands and discover that sand then sticks to wet fingers. There is camaraderie between older and younger children with older children showing care and attention for their younger friends and including them in hide and seek games. The older children show their skills at counting whilst younger children seek for hidden items. Children's behaviour is exceptional because they follow staff's calm and consistent approach, and listen to explanations giving children the skills to help them resolve differences and create firm friendships.

Preschool children are constantly busy in their freely chosen activities. Children who wish to know how play dough is made enthusiastically roll up their sleeves when invited to mix flour and water and decide on added ingredients to make their

play dough special. Role play is also a strong feature within the nursery with a wealth of excellent practical resources, including fresh vegetables for the shop area and play medical resources for doctors, opticians and dentists.

Children are encouraged to ask questions and staff fully extend learning to their local community. They go out of the nursery on frequent outings to nearby parks as well as local shops to extend their understanding of different aspects of the wider world. Children's questions are seriously considered by staff as they go out of their way to give children meaningful answers to their curious questioning. This includes inviting professionals to provide practical examples on how things are made as well as opportunities for children see different wildlife, animals and creatures.

All children show a strong sense of security within the nursery. They bond with staff and show confidence in trying new tasks and activities. Children learn safety through activities such as fire drills and safety procedures when going on outings. Attention to children's health and wellbeing is exceptional. They enjoy active play outside and in nearby parks. They enjoy eating tasty meals which are prepared fresh each day by an experienced cook who adheres to children's need for a balanced diet whilst still creating meals that the children clearly enjoy.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met