

# Funshine (Eden Park) Ltd

511 Upper Elmers End Road, BECKENHAM, Kent, BR3 3DB

<b>Inspection date</b>	18/03/2014
Previous inspection date	23/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- An extensive range of interesting, stimulating activities are available. The excellent access between the indoor and outdoor environments enables children to choose where they wish to play and encourages their decision-making skills.
- The manager has ensured that staff have received comprehensive training to support fully their understanding of the nursery's risk assessments and to ensure that they effectively safeguard the children in their care.
- Children make good progress from their initial starting points as a result of the stimulating opportunities available to them and the valuable support from staff.
- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.

### It is not yet outstanding because

- Staff do not always fully promote children's listening skills, which means children do not always follow simple instructions.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main playrooms and the garden.
- The inspector spoke with the manager, provider and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys and other records, planning documents, the development plans and a selection of policies and procedures.
- The inspector checked staff's Disclosure and Barring Service (DBS) checks and the setting's safeguarding policies and procedures.
- The inspector reviewed risk assessments and hygiene procedures.

## Inspector

Rebecca Hurst

## Full report

### Information about 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. The 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 pre-school children on the ground floor. There is an enclosed 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 and voluntary parts of the Childcare Register.

Currently, there are 66 children on roll between the ages of six months and four years of age who attend various sessions. The nursery supports children with special educational needs and/or disabilities. There are fourteen members of staff plus the owner/manager. Eleven members of staff hold relevant childcare qualifications; two have a relevant degree in Early Years and two members of staff hold Early Years Professional Status.

### What the setting needs to do to improve further

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

- strengthen children's listening skills through reinforcing messages when asking them to follow simple instructions.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good and as a result, children are progressing well towards the early learning goals. Planning is effective in helping children make good progress in their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress using appropriate guidance. They use this successfully to identify whether children require any support or extra challenge in their learning experiences. Parents are invited into the nursery to talk with the staff about their children's progress and to share with them what they have been doing at home. This provides good continuity of care for the children. Staff share detailed progress reports and the required progress checks for two-year-old children with the parents. This enables parents to see the progress their children have made.

Staff create a safe and enriching environment where children can play, learn and develop to the best of their ability. Learning is promoted well because staff provide a good range of activities and experiences covering all areas of learning. This effectively supports children, as activities are interesting and individualised to meet specific learning needs. Overall, staff prepare children well for the next step in their learning. For example, children of all ages enjoy reading books and readily choose their favourites to read with the staff. Staff ask children useful questions about what is happening in the books. This allows children to think about the answers and older children use descriptive words to describe the story line. This means staff develop children's early reading skills well. Staff encourage children's communication and language skills effectively. For example, they sing and talk to the children throughout the activities they engage in. This means children show confidence in communicating and are developing their vocabularies and spoken language well. Staff support very young children well with new emerging skills such as walking or crawling. Staff make sure floors are kept clear to allow children to practise this new skill and develop their physical skills.

Children play well in the outside play areas where staff extend their physical development well. They teach the children to take risks that help them learn about safety and their own well-being. Staff occasionally miss opportunities to encourage children to pay attention to what they say. For example, when toddlers go back into their rooms after playing outside, staff ask them to hang their coats up. When children drop these onto the floor, the staff pick the coats up and hang them up instead of asking the children again. As a result, staff do not consistently promote children's listening skills.

Staff support children's communication skills, and their personal, social, and emotional development well. The manager and her staff are skilled in asking the children useful questions to get them to think about what they are doing. They have informed discussions about the activities so the children tell them what is happening and what they will be doing.

### **The contribution of the early years provision to the well-being of children**

Staff demonstrate an extremely positive approach towards inclusion. They work closely in partnership with parents to fully meet the individual needs of all children. Staff show a comprehensive understanding of each child's unique needs and have detailed information on child record forms of individual requirements. A variety of resources and displays around the base rooms depict positive images of diversity, including those of culture, gender and disability. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of children's cultural backgrounds. This allows children to learn about different customs and celebrations of their friends and the wider world in which they live.

Staff support children well when moving between base rooms and carry out these according to the children's individual needs. This ensures they settle well and can continue to make good progress with their learning and development. When children are nearing school age, staff work closely with the teachers to enable them to settle into a new

routine quickly. This enables children to be ready for the next stage of learning. Children enjoy snuggling into staff when tired and needing some reassurance during play. Staff carry out home visits to support the children in the home environment and to see how they can adapt the nursery to meet the children's individual needs.

The nursery has highly effective measures to promote children's ongoing safety in the indoor and outdoor environments, as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. Fire drills are carried out on a regular basis, teaching children to be aware of what to do in an emergency. Children thrive in an environment where a high standard of hygiene is maintained. All children learn about good hygiene routines through washing their hands at appropriate times, for example, after messy play and before snack and mealtimes. Children enjoy valuable social experiences when eating together. The majority of children serve themselves their own meals, which greatly supports their independence skills and physical development. Staff sit and talk to the children about what they are eating and the effect it has on their bodies. Staff support the children well in learning portion control and all children are developing high levels of control when serving their meals. Older children take it in turns to set the tables ready for lunch and staff encourage the children to count how many children are sitting at the table so they get the right amount of plates, cups, forks and knives. This gives children a sense of responsibility.

Staff enable children to have excellent access to the well-stocked garden. This has resources that promote and enhance the children's physical development extremely well. Small climbing frames, tables used for climbing and digging areas provide ample opportunities for them to explore and enhance their learning. Staff show children how they can use tables and planks to enhance their physical development, such building an obstacle course with the tables and learning how to balance when walking over them. This supports greatly children's imagination and also learning about their own safety.

Staff work closely with the parents to find out about the children's individual needs. This information is then used successfully to settle them into the nursery. All staff are consistent in their approach to behaviour management. They teach clear and concise boundaries very well to the children and they fully understand them. Excellent strategies are in place to teach the children how to work together, such as using words such as 'kind hands'. Staff also introduce new children to the group so they feel welcomed and they start playing straight away. Given the children's ages and stage of development they are all exceptionally well behaved.

### **The effectiveness of the leadership and management of the early years provision**

The inspection was brought forward due to a notification made to Ofsted from the Provider. An incident occurred where a piece of dishwasher tablet was found in a bowl of food for the children. The provider acted in a positive manner to the incident. A full investigation took place and parents were kept informed throughout. The provider undertakes and reviews all risk assessments to maintain the safety and well-being of the

children. Recent changes to risk assessments included new procedures in the kitchen when using the dish washer and changing the colour of bowls that are used for children at mealtimes. Therefore, the provider took positive steps to ensure that children's welfare is promoted effectively.

Leadership and management of the setting are strong. The provider, manager and staff work closely with the parents to bring about the best possible outcomes for all the children. Documentation is maintained to a high standard and all records required for the safe and efficient management of the setting are readily available. A comprehensive range of written policies and procedures are implemented, for example for whistle blowing any concerns and notifying other agencies of concerns. These are regularly updated to reflect changes in legislation and to clearly underpin the nursery's practice.

Robust recruitment procedures are followed to check the suitability of all staff. Staff have regular supervisions, one to one's and appraisals to assess their work and to look at further training opportunities. Staff attend regular training, through the local authority and through in-house courses, to enhance practice and promote children's learning and welfare. The provider has a clear understanding of the learning and development requirements. Staff plan and provide a good range of experiences for children in all areas of learning and staff monitor their progress well. As a result, children make good progress in their learning.

Self-evaluation is strong and clearly shows the nursery's key strengths and the areas they are currently working on. The parents share their views on the nursery and the manager gathers the views of the children to shape the service that is provided. As a result, the service is highly responsive to its users.

All staff have a strong understanding of child protection and how to safeguard the children in their care. All safeguarding requirements are met effectively. All staff know and consistently implement Local Safeguarding Children Board procedures. Robust risk assessments are in place for both the premises and for all outings the children undertake. Children are well supervised across all areas of the nursery and when on outings.

Staff work closely in partnership with the parents. Parents regularly share with the staff what their children have been doing at home, which is used very successfully by staff to enhance the children's individual needs. Staff complete detailed developmental reviews on the children so parents can see the progress they are making.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY344377
<b>Local authority</b>	Bromley
<b>Inspection number</b>	954476
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Petra Susanne Myatt
<b>Date of previous inspection</b>	23/05/2011
<b>Telephone number</b>	0208 658 9021

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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