

# Funshine (Eden Park) Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY344377
<b>Inspection date</b>	20 September 2007
<b>Inspector</b>	Elizabeth Ellen Mackey
<b>Setting Address</b>	511 Upper Elmers End Road, BECKENHAM, Kent, BR3 3DB
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<b>Registered person</b>	Petra Susanne Myatt
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

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 in the Borough of Bromley. Facilities include childcare rooms on two floors, with associated toilets, kitchen and laundry facilities. There is a secure outdoor area for children to play in.

The nursery is registered to provide care for 42 children under five years old. There are currently 29 children on roll, seven are in receipt of nursery education grant funding. The nursery supports children with learning difficulties and/or disabilities.

The setting is open each weekday from 07:45 to 18:15 for 51 weeks of the year.

The setting employs nine childcare staff, all of whom either hold an appropriate Early Years qualification or are working towards one. A cook is also employed.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

The Birth to three matters framework and the Curriculum guidance for the foundation stage of learning are used well to ensure children's physical development is planned and promoted indoors and outdoors. Children have daily opportunities to play outside with a variety of resources and on the climbing equipment. Mobile babies competently climb on the soft play climbing apparatus. They acquire good coordination as they climb up the small steps and come down the other side. Children competently use a variety of tools to help promote their hand eye coordination. For example, older children can use scissors accurately and knives to cut fruit. All children use paint brushes well. Risk taking activities are closely supervised by staff, therefore children gain competence in their finer movement control.

Children are learning about healthy eating and about the value of good nutrition and its impact on their health and wellbeing. Project work includes topics on the importance of healthy eating and maintaining a healthy lifestyle. For example, children make smoothies for their snack. As they peel the fruit, they tell each other it is good for you, it makes you strong. As a result children are learning about the importance of healthy eating and how their body works. Children have access to drinking water during the day. Children eat very well in the setting. The cook works closely with staff and with regard to parents' wishes to provide good quality, healthy nutritious meals. The children enjoy their meals and their individual dietary needs are met.

Older children can explain that germs make them ill. Therefore, they happily wash their hands during the session. To further help prevent the spread of germs, children use soap and individual paper towels. Mobile babies are encouraged to wash their hands with soap and water. This is made into a fun activity for them and they show confidence in rubbing the soap in and drying their hands. A high level of hygiene is maintained in the setting and cleaning routines are carried out daily, this results in good standards being maintained.

The procedures for the management of accidents ensure children receive appropriate care and details are recorded and shared with parents. A clear policy and procedure for the care of children who are ill or infectious ensures the risks to healthy children are minimised. This is seen to work effectively in practice. For example, when a child is unwell in the setting, his carer makes every effort to comfort him, monitor his condition and communicate with the parent. All staff are first aid trained and both the manager and the cook are trained in food hygiene.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from playing in a spacious, well organised environment. They are able to move around freely and independently to access activities and resources. Good security arrangements, comprehensive risk assessments and excellent deployment of staff ensure that risks to the children are minimised. The range of toys and resources are in good condition and stored at an appropriate level, so children can easily self-select.

Children are learning to keep themselves safe. Practitioners assess risks in their planning to ensure children have opportunities to develop their skills safely, for example ensuring resources are safe and by providing a high level of supervision when children are practising new skills such as cutting up fruit. Practitioners also explain the importance of handling electrical

equipment with care. For example, when children are blending fruit the practitioner makes sure their hands are dry before switching it on. She explains to the children in simple terms why their hands must be dry and responds appropriately when they ask questions.

There are effective fire safety precautions in place and children are familiar with the emergency plan. This means they are able to evacuate the building safely and quickly.

A clear policy ensures the Local Safeguarding Children Board reporting procedures are maintained and practitioners are confident to put these into practice.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and confident within the setting. They benefit from close bonds with consistent carers who are very attentive to their needs. Children who are upset when their parents leave, receive time and encouragement from practitioners to make the separation easier. Consequently, children settle to the activities provided.

Children benefit from well planned programme that offer a wide range of activities. Heuristic play is a strength of the setting. Children access excellent resources, including natural items that feeds their curiosity, for example playing in cardboard boxes, where they use their imagination pretending they are boats. Practitioners enthusiastically join in and add to the fun and excitement the children experience. Babies are happy, they are settled and demonstrate confidence in their environment. They can experiment spontaneously, practitioners respond to their interest and curiosity by providing a lovely range of sensory play. For example, babies play pass the parcel resulting in shredded paper in the centre of the room. Children squeeze this and throw it in the air, enjoying watching it fall and using their senses to explore how it feels.

Practitioners use resources well to make activities interesting and inviting to all children. Children are familiar with the regular daily routine and enjoy making choices about their experiences, for example extending their play and selecting their own materials. All children are keen to take part in activities, they listen attentively to stories, and join in with group activities with enthusiasm.

Children participate enthusiastically during an activity, exploring feelings, which is based on the current theme of our bodies, ourselves. Children look at pictures depicting different facial expressions and talk about what they represent. Practitioners engage children in lively conversation at every opportunity, for example asking the children 'what does the person in the picture feel'. Children then draw pictures of their own expressions, they then express their emotions to music. Children skilfully reflect, talking to each other and staff, eager to relay why they feel happy, sad or angry.

### **Nursery Education**

Teaching and learning is good and practitioners have a sound knowledge of the Foundation Stage. This means activities are levelled appropriately with clear identified learning aims. The observations of children's progress ensure children's next steps are clearly identified and builds a picture of the progress being made. The system in place for planning and evaluating is very good and provides valuable information about the stepping stones. The staff team meet regularly

to review activities, share observations and plan ahead. This means children's progress records are always documented and updated.

Children are making good progress through the Foundation Stage of learning. During play children use language effectively to think and communicate their ideas. For example, children count confidently when they put out plates at lunchtime, or work out how cups are needed. They use language to compare sizes, and have explored different measurements from their height to the size of their feet. Children use their senses to explore the smell, taste and feel of the ingredients they use when they make their smoothies, and the noise that the liquidiser makes when it is switched on. Children use their imaginations and draw on their own experiences when they play together in the role play area. Children have good friendships and play well together. A consequence of this is children developing the skill of negotiating roles. Children have ample opportunities to draw and write daily. More able children draw recognisable figures, can explain what their marks on paper mean and independently write their names. Children benefit from the very good range of creative activities and natural resources. For example, children paint with mud, and with bubbles, they paint on the floor and at times on their own hands and feet. Children's natural interest to explore different textures and to be creative is nurtured in the setting. Practitioners continually think up new ideas to promote their creative development.

Children show interest in the natural world, for example they make a nature collage and a mini compost bin. Children learn about the environment and the importance of recycling. They also plant potatoes to care for, and see the changes as they grow.

Children relate exceptionally well to each other and they demonstrate consideration for one another, for example one child serves another second helpings at lunchtime. Children are able to share and take turns, they are happy, communicative and occupied.

### **Helping children make a positive contribution**

The provision is good.

Children have access to a very good range of activities and resources to promote a positive view of the wider world and increase their awareness of diversity and their understanding of others, for example the children learn about cultural differences between countries. The role play area is adapted to reflect different themes throughout the year and displays help children to learn about their local environment. Therefore, they learn to respect those who may be different to themselves.

The setting warmly welcomes the diverse range of children who attend. They receive good care because the practitioners are skilled in adapting routines and activities to take full account of the children's individual and cultural requirements. Consequently, they develop a good sense of security and good self-esteem.

The behaviour of the children is excellent. Children benefit from meaningful praise and clear direction. Children are familiar and responsive to the boundaries in place and the expectations within the setting. The team morale is high in the setting and this promotes a harmonious environment. It is evident that practitioners have a good knowledge of the children's individual needs, despite many of the children being new to the setting. The provision fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Parents receive detailed information about the setting and the nursery education at induction. Parents are encouraged to contribute to their children's learning, however this does not happen at the initial stages, therefore a clear baseline assessment of children's starting points is not obtained. Detailed plans and information are displayed within the setting and parents are informed of current themes and ways to help their children at home. Consequently, they are kept fully involved in their children's learning. Parents are kept well informed of their children's developmental progress and learning through informal daily discussions and termly meetings. Parents are very satisfied with the care their child receives and comments received include, 'My child loves coming here' and 'The staff are so supportive and always willing to help me and my children'.

Practitioners work exceptionally well together and provide excellent role models for the children.

### **Organisation**

The organisation is good.

Children play and learn in a bright, very well organised and secure environment where they are very well looked after by a qualified team of staff. Children receive excellent support because practitioners are hardworking and focussed on the children and strive to continually improve outcomes for children. They show commitment and dedication to enhancing children's care and development as they plan and effectively implement the Birth to three matters framework and the Curriculum guidance for the foundation stage.

The quality of leadership and management is Outstanding. The nursery manager has worked conscientiously in providing training and support to improve practitioners knowledge of the Foundation Stage of learning. Long and short term planning reflects their understanding, with emphasis on personal, social and emotional development running through key areas of learning. Practitioners are very knowledgeable and organise their own planning, with input from colleagues and the children. The ethos of the setting seems to be, to maximise play experiences for the children and to nurture their emotional development and build their self esteem. The activities provided address children's learning needs. Planned and focussed activities are very well organised, inclusive and engage the children. This enhances the quality of children's learning. All practitioners are qualified or working towards a qualification. All qualified practitioners are working towards the next level of training. The manager sets a high standard for children's care and learning, which is met. She demonstrates a commitment to ensuring practitioners, herself included undertake regular training to continue their professional development.

All of the documentation, policies and procedures required for the safe and effective management of the nursery are in place, which contributes to the welfare of the children. The procedure for checking staff suitability is not comprehensive enough. A recommendation is made to ensure staff recruitment procedures are robust. The child protection policy has been updated to include the latest guidance, in order to safeguard children. There is a complaints procedure in place that is shared with parents. Overall, the setting meets the needs of the range of children for whom it provides care.

### **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the system for recruiting staff to ensure it is robust and fully meets new legislation

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend information gained from parents at the start of children's placements to form a baseline assessment that can be used as starting points for learning and teaching

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