

Inspection of Fun Kids Nurseries

41 Marlborough Hill, Harrow, Middlesex HA1 1TX

Inspection date: 25 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Parents share how happy their children are to come to nursery. They describe how staff welcome their child in, asking about their morning. For example, staff ask if they have walked to nursery or come by car. They know children's routines well and use conversations to support their move from home into the nursery.

Children come together to start their day with singing, listen to a favourite story and discuss how they are feeling. Staff give children time to share their personal experiences or emotions linked to the story. Children behave very well. Older children share toys and take turns with minimal support from staff. Children requiring additional help or those with special educational needs and/or disabilities (SEND) are quickly identified. Staff attend training and quickly begin to use specific interventions to support children's attention. Staff track children's development well to ensure they make progress.

Activities are creatively planned and presented around children's interests. For instance, children have opportunities to plant seeds, and watch them grow as they nurture them with water. Some fruits and vegetables are used in the nursery, children also get to take them home and share with their family what they have grown.

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

- Since the last inspection, leaders have focused their attention on developing their team. Staff in the nursery have gained professional early years qualifications with some studying at a higher level. Links have been established with the local early years and area SEND teams who have provided training. Leaders, through sharing their vision, have inspired their staff.
- Staff are positive role models. They use 'please' and 'thank you' and negotiate with colleagues to share tasks to be completed. Children are kind, they play together cooperatively and share resources without prompting. Children learn to respect others and value differences as they learn about festivals from other cultures and religions. Staff praise and encourage children and build their self-esteem.
- Staff working in the baby room build very strong attachments to the children. They fully understand their role as key persons and make sure babies and young children are well cared for and have the attention and support they need. For example, staff encourage the children to move around to explore their environment. Staff remain close by to offer reassurance and praise as babies begin to develop their physical skills.
- Staff follow children's direction. For example, children ask questions and share experiences when staff read a book at morning circle time. Children discuss

when they have been sad, angry or frightened. Staff recap on what children are sharing and how they were supported with their feelings. Children remain fully engaged, as they share their thoughts and confidently speak in the large group.

- Staff effectively use children's interests to creatively provide activities to build on what children know. For example, older children look for mini-beasts hidden in soil. Children discuss features, such as the number of legs spiders have or how caterpillars move. However, on some occasions, staff ask questions but do not give children enough time to think and answer, to extend their communication skills further.
- Staff in each area come together to plan activities for the children in their care. They incorporate children's individual tailored next steps by having different aims for each child. They are skilled in guiding and supporting children's learning as they play. They have a good understanding of how children learn. However, staff are not always clear about which role they are taking, such as which staff are leading the activity. On occasion, enthusiastic staff speak at the same time, leaving children unclear on what they are doing and how they should respond.
- Leaders and staff keep the needs of children and families at the centre of what they do. Parents share how they feel staff go 'over and above' and how the nursery feels like 'family' as all staff are supportive and sensitive to the needs of their family.
- Leaders regularly evaluate practice. Systems, such as peer-on-peer observations, regular evaluations from parents and continuous reflection on practice ensures leaders know where staff need support. Regular team meetings, supervision and training has developed relationships between staff who are motivated and have a real sense of job satisfaction

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- monitor the impact of the changes made to planning, to ensure systems are in place for ongoing reflection and improvement
- give children the time they need to answer questions to extend back-and-forth interactions.

Setting details

Unique reference number	EY562363
Local authority	Harrow
Inspection number	10306376
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	1 to 4
Total number of places	40
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	17 July 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 nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Bernie Dunne

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children told the inspector about their friends and what they like to do when they are at 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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