

Farley Bears

Farley Hill Methodist Church, Northdrift Way, Luton, Bedfordshire, LU1 5JG

Inspection date

Previous inspection date

15/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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	2
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

- Children are secure and motivated to take part in activities. They benefit from a wide range of play materials to support their learning and development.
- The staff assess children's learning and this information is consistently used to inform planning. This results in learning experiences that are matched to children's needs.
- Partnership with external agencies are well established and make a strong contribution to meeting individual children's needs.
- The vision and commitment of the owner and staff in establishing this new provision results in a learning environment that ensures children's needs are well met.

It is not yet outstanding because

- There is scope to further develop parental contributions to children's learning records and information for parents to enable them to continue their children's learning at home, in order to promote their optimum progress.
- The improvement plan does not make full use of the views of staff, parents and children, in order to help in the identification of priorities for the further development of the setting in line with their wishes and needs.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the hall and the external play hall, and also viewed the outdoor play area.
- The inspector looked at a selection of policies, procedures and documentation, including safeguarding.
- The inspector carried out a joint observation with the owner.
- The inspector spoke with the owner, staff and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents as provided during interviews.

Inspector

Lynne Talbot

Full Report

Information about the setting

Farley Bears is a nursery and was registered in 2012 on the Early Years Register. It is situated in the Farley Hill Methodist Church Hall in Luton and is privately owned and managed.

The provision serves the local area and wider community and is accessible to all children. There is an enclosed area available for outdoor play. The provision employs four members

of childcare staff. All hold appropriate early years qualifications at level 2 to 6.

The provision opens Monday to Friday during school term times. Sessions are from 8.45am to 11.45am on each weekday. On one Wednesday and one Thursday of each month, the hall is not available and there is no session. Children attend for a variety of sessions. There are currently 10 children attending, who are in the early years age group.

The provision provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and those, who speak English as an additional language.

What the setting needs to do to improve further

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

- develop the existing information available to parents to help them continue their child's learning at home and the systems to give parents the opportunity to contribute to their child's learning record
- enhance self-evaluation further by seeking and using the views of staff, parents and children with specific regard to areas for improvement, in order to drive the development plan and improve outcomes for children.

Inspection judgements

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

Practitioners have a good understanding of how to engage children in playing and exploring. Children enjoy being together and show enthusiasm towards activities as they participate. For example, children play in a pop-up tent train and giggle as they take turns to 'sleep' and are woken up by each other. Staff help them to extend the game and they make a train from chairs, and then transform this into a bus. Children sing along to 'The wheels on the bus go round and round' before moving their bus around the room. Children are supported to develop their imagination and extend their language as they talk about what they are doing together.

Children's communication and language skills are developing, given their starting points. Daily group sessions help children to listen to others and take their turn to speak within small groups. The large wall-boards for displays are rich in print because labels and text are used alongside pictures. Children enjoy regular stories where books or puppets are used. Staff link activities by telling a story and completing collage work with children, such

as making 'The three bears' for a wall display. Consequently, all children explore an environment that is rich in print and supports communication to enhance early reading skills.

Detailed planning for all children ensures that the seven areas of learning are included. Parents are invited to contribute to starting points for children through 'All about me' forms and during thorough settling-in procedures. Staff observation and assessment of children is rigorous. They complete a report on each child's first day and a settling-in report. Staff carry out observations, link these to the areas of learning and record the next steps for each child. The key person completes a learning and development report summary that shows children's progress each half term. These methods result in learning experiences that are matched to each child's needs. This promotes good progress, given their starting points, towards the early learning goals. Children are, therefore, gaining a good range of skills that supports their future learning. Parents use home books to record events and the staff share progress verbally with them. However, the information shared does not always provide ideas for learning in the home, or build on achievements made at home, to promote children's optimum progress towards the early learning goals.

Children explore early technology and use electronic scientific pads, with support. They enjoy using magnifying glasses, all around the provision, both indoors and outside. Children have opportunities to explore the natural world; they plant bulbs and a herb garden outdoors. Staff introduce 'fun day Fridays' to the children. Activities include dancing to 'Bollywood' music, tasting sessions, and 'identifying an aroma' session with smells, such as garlic. As a result of these activities, children extend their curiosity about the world and use their senses to explore. All children take part in activities that support expressive arts and design. They use coloured sand and water, and they access a broad range of free materials to draw and create. Some children are beginning to recognise numbers and recite, in sequence, as they replace pencils into a container. They show that they are using their emergent skills in mathematics.

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

The successful key person system and the high ratio of staff to children ensures that they form good emotional attachments. Parents take part in detailed induction procedures. As a result, children settle quickly at the provision. Children show a good sense of belonging within the provision. This is demonstrated by the hugs offered to staff by the children as they arrive. Children's self-esteem is promoted through their personal use of the display board for art work. This shows them that their work is valued by the staff and others. Stickers are awarded each day for positive behaviour and participation within activities, to enhance children's awareness of their own behaviour. Staff use picture cards, cards with text in children's home languages, and Makaton signing. This supports children's understanding of the daily routine and provides security through improving communication. There is much discussion that takes place between the children, who speak the same language, such as Polish. They play together and often follow a leading child from one activity to another. These children demonstrate, at a young age, that they are feeling secure in their play and are making friendships.

Children are physically, which supports their good health. Each day they use either the outdoor area or, in inclement weather, such as during icy conditions, the separate indoor hall. Staff use an outdoor provision plan, which identifies the activities and their links to learning for children, to maximise the benefits of outdoor play. Children complete routine emergency evacuation and this enhances their understanding of personal safety. Staff remind children about safety during the day. For example, they are asked to walk rather than run indoors, to manage the moving of chairs safely, and to be careful with scissors. Good examples shown by staff reinforce the safety routines.

Children can help themselves to water whenever they are thirsty, throughout the sessions, from the covered jug. They learn that they place used cups into the bowl and this reinforces their understanding of good hygiene. Each child is helped to meet their care needs, and they wash and dry their hands before eating. Children enjoy nutritious snacks, such as fresh fruits, each day. They sit together and pass around a plate with sliced fruits, which fosters social behaviours. Staff place boxes of tissues and bins within the hall to encourage children to wipe their own nose and to discard the tissue into the bin. This fosters an awareness of personal hygiene. Children have opportunities to become independent and to initiate their own learning. Low-level storage units house resources, in addition to those that are set out each session. The hall is set up in learning zones each day. Children are encouraged to make free choices and to help to replace items when they have finished with them. In this way, they become independent learners in preparation for school or other settings. Staff use clear planning for activities for each child's next steps and this supports preparation for transition onto any new setting.

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

The owner has high expectations for the quality of care that is offered to children and families. A regular review of the extensive policies and procedures takes place to ensure that all requirements of the Early Years Foundation Stage are met. The owner demonstrates a clear drive for improvement and there are strong links between identified priorities and plans for improvement. For example, she prioritises further works with local support agencies, funding for two-year-olds, and detailed individual education plans. This is as a direct result of meeting the needs of children attending the provision. Some staff are now cascading new knowledge to other staff, from training courses, which they have undertaken, to meet the specific needs of children. The outdoor area is now prepared and equipped since registration and enhances physical outdoor learning. The owner also uses weekly meetings with the staff group to review all areas of practice and written documentation. However, the views of staff, parents and children are not consistently sought or incorporated with regards to the identification of areas to further improve, in order to promote a shared ownership of the future development of the setting.

There is a robust recruitment and induction system in place to ensure that new staff have the appropriate knowledge to support children when they begin work. This includes a thorough check of suitability. Performance management is rigorous and enhances the care in the provision by driving the quality of care forward. The owner carries out random observations of staff practice whereupon recommendations for improvements are made.

She models good practice during sessions. All staff have regular appraisals, including at the end of term and end of year. Staff training is completed both in-house and through external trainers. This ensures that all staff reflect on their work continually to improve their knowledge and understand their strengths or areas to develop. The owner completes a regular review of the observation and assessment programme, and monitors the files held by staff for their key children. Written feedback, together with a face to face meeting, is provided. As a result, the quality of assessment for all children is shown to be of high priority. This means that where intervention may be needed, it is identified at an early stage to support children.

The provision works closely, where required, with parents and other professionals. Other agencies' support is sought, including translation services for leaflets, to make sure that each child and their family's needs are met. The owner involves parents within any referral and works with them to ensure that children receive support either at the setting, at home or at other venues. There are several areas that display notices for parents and this fosters the partnership. The arrangements for safeguarding are comprehensive. All staff have a robust understanding of safeguarding issues and procedures because they attend up-to-date training. All visitors must relinquish their mobile telephones while working and read and sign, clearly outlined expectations of conduct when on the premises. The provision is safe with locked exterior doors and keypad entry pads on the interior hall door. As a result, children are protected from unauthorised visitors. Children are secure, enjoy their play and are beginning to be self-assured. Consequently, children have a positive experience that forms a good base for developing skills for the future.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

Unique reference number	EY445534
Local authority	Luton
Inspection number	808344
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	10
Name of provider	Monaza Malik
Date of previous inspection	Not applicable
Telephone number	01582527050

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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 that are usually their 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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