

# Farley Bears

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



## Inspection date

21 June 2017

Previous inspection date

15 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The owner is highly motivated to continually improve the quality of care and education in the nursery. She encourages all staff to contribute ideas and suggestions. The opinions of parents, children and other professionals are also valued and acted upon.
- Children build close relationships with their key person. Staff share information with parents about their child's learning and development in a variety of ways, including consultation sessions and communication books.
- Staff effectively use their knowledge about children's interests to set out equipment and activities that trigger children's desire to learn and explore. This helps staff to support children's good progress.
- Parents are welcomed into the nursery. They share traditions and celebrations from their different cultures, helping children to understand and value differences and similarities between themselves and others.

### It is not yet outstanding because:

- On occasions, staff interrupt children's learning and explorations by moving them on to a new activity.
- At times, staff miss opportunities to encourage children to solve problems and predict outcomes for themselves and with their friends.

## What the setting needs to do to improve further

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

- make arrangements so that children can find a natural conclusion to their play, learning and explorations
- make the most of opportunities for children to solve problems and predict outcomes for themselves or with their friends.

### Inspection activities

- The inspector viewed activities inside the nursery and in the garden. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector checked the evidence for the suitability of staff. She looked at a range of other documentation, including self-evaluation, policies and children's assessments.
- The inspector held meetings with the owner and senior staff.
- The inspector took into consideration the views spoken on the day of inspection and through questionnaires.

### Inspector

Katrina Rodden

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The owner follows robust recruitment procedures to ensure staff are suitable to work with children. Volunteers and visitors read and sign that they agree to follow procedures and a code of conduct while they are in the nursery. This helps to ensure they follow the ethos to safeguard children in the nursery. The manager identifies relevant areas for staff development within the highly qualified team. She uses a variety of ways, including training sessions and self-reflection to facilitate progression. The manager has established good relationships with other professionals and staff from schools that children will move on to. This helps to ensure staff pass on important information and seek support and advice when it is needed.

### Quality of teaching, learning and assessment is good

Before children start nursery, staff visit them at home and find out valuable information from parents. This helps staff plan activities and set out equipment that children like while supporting their learning right from the start. Children make good use of equipment that encourage early writing skills. For example, they carry clipboards and pencils around the playroom and garden. They proudly show staff how they have written their names. Staff talk to them about the sounds the letters make, and link them to other words. Children who speak English as an additional language listen to the conversations between other children and staff, helping them to build upon their own vocabulary. Staff use signs and visual clues to help communicate with all the children. Children who have special educational needs and/or disabilities spend time with their key person. Staff follow individual learning plans helping children to develop their communication and self-care skills, such as putting on their own coats.

### Personal development, behaviour and welfare are good

Children behave well in the nursery. They are proud of the stickers they receive from staff in recognition of their positive attitude. Staff gently remind children to take turns and to be kind to others. They teach children to recognise the importance of exercise and rest. Children compare their heart rate before and after they have had a short rest following a dance activity. Children begin to establish good hygiene routines. They understand the importance of washing their hands. Children are able to manage small risks for themselves. They climb and balance on large foam shapes without help.

### Outcomes for children are good

When the time comes, children are ready to move on to their next stage of learning at school. Staff carefully consider how to use additional funding for individual children, buying resources that focus to help close gaps in learning and development. Children learn to share and use scissors and pencils confidently. Children become motivated learners who listen to instructions and explanations to help them learn and develop.

## Setting details

<b>Unique reference number</b>	EY445534
<b>Local authority</b>	Luton
<b>Inspection number</b>	1065897
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Monaza Malik
<b>Registered person unique reference number</b>	RP906676
<b>Date of previous inspection</b>	15 January 2013
<b>Telephone number</b>	01582418314

Farley Bears registered in 2012. The nursery is one of two nurseries owned and managed by the same provider. The nursery has nine members of childcare staff. Eight of these hold appropriate early years qualifications between level 2 and level 7. The nursery opens from Monday to Friday, during school term times. Sessions are from 8.30am to 3.30pm. The nursery is closed one Wednesday and one Thursday of each month when the hall is not available. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children.

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