

Inspection of Fun To Learn Nursery & Pre-School

Dallow Primary School, Dallow Road, Luton, Bedfordshire LU1 1LZ

Inspection date: 5 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happily and are greeted warmly by friendly staff. They quickly engage in play and learning as they choose from the wide variety of activities available to them. Staff are aware of children who need additional support. For example, they take children who find the busy start to the day difficult to play in a quieter room.

Children's behaviour is good and they are learning how to take turns and play cooperatively with their peers. Staff implement the provider's health and safety procedures effectively. For example, they carry out daily checks on all areas that children use and remove any hazards they identify. This helps them keep children safe. Staff teach children how to develop healthy lifestyles, such as handwashing and how to brush their teeth.

Staff get to know children well. One way they do this is by visiting children and parents in their homes before they start at the nursery. They find out what early experiences children have had and what they can already do. Staff talk confidently about how children prefer to learn and how they meet each child's learning needs.

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

- The key-person system is strong. When children move rooms at the start of the academic year, key persons move with them. This consistent approach to care and education has a significantly positive impact on children's well-being.
- Staff skilfully support children with special educational needs and/or disabilities. They provide them with opportunities for individual learning experiences and support them to engage in play, both inside and outdoors.
- Staff turnover is low, and the provider has rigorous recruitment procedures in place to help ensure staff are suitable to work with children. The managers monitor staff's practice through regular supervision meetings. They identify suitable professional development opportunities to enable staff to continually enhance their knowledge and skills.
- Children are excited to explore and learn, such as when using paint. They watch with wonder as colours change as they mix paints together. Children describe to staff what their pictures are and talk about them in detail. Staff help children to extend their creativity by asking them to think about any other resources they might need.
- Staff teach children well through their interactions with them. They introduce children to mathematics as they play, helping them to count. At other times, staff introduce length, comparison and size, as children play with dinosaurs.
- Parents speak positively about the nursery and staff. They have good knowledge of their children's development and know how to support their learning at home.

Parents appreciate the care they receive from staff when they go through difficult periods at home.

- The managers and staff regularly reflect on their practice and look for ways to continually improve. Managers have recently changed the procedures for staff supervision meetings to enable them to be supported more precisely. Staff work on action plans for the rooms they work in, reflecting on the needs of each child.
- Staff build on children's previous learning and achievements well. They set challenging yet achievable next steps in learning and have good knowledge of how children like to learn. Despite this, at times staff expect all children to participate in large group activities. This results in some children not engaging effectively in their learning.
- Staff are aware that many children have limited access to outdoor space at home. They provide them with many opportunities to be active and to explore nature. For example, children regularly take part in forest school activities and use large equipment at local parks. These experiences have a positive impact on children's health and well-being.
- Staff provide many resources to help children to learn how to use information and communication technology (ICT). However, not all staff are confident in knowing how to teach children to use ICT. Consequently, they do not always interact with children as they use electronic tablets or monitor the amount of time they look at screens.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge and understanding of the signs and symptoms that may indicate concerns about children's welfare. They know how to report these concerns, and any around extreme behaviour, to relevant safeguarding agencies. Staff regularly complete safeguarding training and give high priority to ensuring children are safe. Managers receive regular safeguarding audits from local authority officers. They continually reflect on their policies and procedures to ensure they are in line with local authority arrangements.

What does the setting need to do to improve?

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

- provide alternative learning opportunities for children who engage more easily in smaller and quieter group activities
- improve staff's skills in teaching children how to use ICT effectively.

Setting details

Unique reference number	155769
Local authority	Luton
Inspection number	10106019
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	2 to 5
Total number of places	85
Number of children on roll	100
Name of registered person	Dallow Community Nursery Committee
Registered person unique reference number	RP517331
Telephone number	01582 616622
Date of previous inspection	17 February 2014

Information about this early years setting

Fun To Learn Nursery & Pre-School registered in 2001 and is managed by a committee consisting mainly of parents. The nursery opens Monday to Friday, for 50 weeks of the year from 8am to 4pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or above.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- The inspector carried out a learning walk with both the managers and the deputy manager.
- The inspector observed staff's teaching and their interactions with children indoors and outside.
- The inspector spoke to staff and children and held a meeting with managers.
- Key persons and the inspector discussed the learning needs of children and how they monitor their ongoing progress.
- A sample of paperwork, including staff qualifications, suitability checks and safeguarding policies and procedures, were seen by the inspector.
- The inspector spoke to a number of parents and took account of their views.

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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