

Inspection of Farington Nursery

Farington Cp School, Rose Street, Farington, LEYLAND PR25 4GH

Inspection date: 30 October 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 happy and excited at this inviting and well-equipped nursery. They settle quickly and engage well in the activities on offer. There is a strong sense of community and links to the host school. Staff work in close partnership with a range of services to ensure that all children and families receive the support they need to make good progress.

Staff use children's interests as a starting point for learning. Staff have developed play spaces to provide great learning opportunities. For example, the 'camp fire' outside is a popular area, where children use their language skills to stack the logs and camp out. Children grow their own vegetables and learn about food that is good for them. They learn how to use tools such as scissors and knives safely as they cut up pumpkins and mix a 'witches potion'.

Children are encouraged to express their emotions and to think of ways in which to best handle conflict amicably. All children, including those with special educational needs and/or disabilities (SEND), are very well behaved. Overall, staff are attentive to children's learning needs. However, some staff do not consistently recognise opportunities to challenge children and extend their learning fully.

Children are independent and are encouraged to try to do things for themselves. Staff give children time to have a go, particularly when fastening coats or when washing their hands after using the bathroom. This helps to ensure that children have the self-help skills needed in preparation for school.

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

- The experienced manager has embedded a thorough process of supervision for her staff team. Staff are afforded regular feedback on their performance through observation. They are set realistic targets for improvement that are monitored and reviewed. Overall, staff recognise when further support may be needed to help children to develop and thrive. However, some staff do not consistently recognise opportunities to extend children's learning during play.
- Staff give high priority to developing children's communication and language skills, including those who speak English as an additional language. Staff successfully promote a love of books and reading and provide a wealth of story sessions. Children are enthusiastic to join in with familiar parts of the stories, which helps develop their speaking skills. The manager has introduced a popular lending library. Parents borrow books to share with children at home.
- Staff and management actively look for ways to develop children's understanding of the world around them and people, families and communities beyond their own. They broaden children's experiences by inviting visitors to the

nursery. Visitors reflect different cultures, places and professions.

- Staff gain detailed information from parents about what their child can already do. Information is used to identify starting points in learning and look for ways to build on children's existing skills and experiences. Parents appreciate suggestions from their child's key person about how to continue their learning at home, for example learning to count by using songs and rhymes.
- Children are confident and have a good understanding of their daily routines. They play well together, sharing and taking turns. Children use good manners and consistently say 'please' and 'thank you' to staff and each other. Staff offer their praise and encouragement, which children find highly motivating. Staff care deeply about children's emotional well-being.
- Children develop lively imaginations. For example, older children are keen to make potions. Children mix herbs with jelly and green-coloured cooked pasta. All children explore paint and use conkers to roll on paper adding various autumn colours. They observe how colours change.
- Staff form positive partnerships with parents. They share observations of children's learning with them. Parents comment that they are happy with the care provided. They state that they like the range of activities their children engage in, such as outings and sport sessions. All children make good progress. This includes children who are in receipt of funding and those with SEND.
- The manager consults with the headteacher, parents, staff and children when evaluating the success of the nursery and planning future developments. Staff undertake their own research and read articles to keep up to date with the latest thinking on ways to enrich and enhance children's experiences.

Safeguarding

The arrangements for safeguarding are effective.

The nursery manager ensures that staff receive regular training and updates in child protection. Staff understand the procedures to follow to refer any concerns, in order to ensure that children are protected from harm. They welcome opportunities to work as part of a multidisciplinary team to support families, protect children and provide better outcomes for them. The designated safeguarding lead ensures staff are well trained in child protection procedures. She regularly tests their knowledge and understanding through spot checks, quizzes and staff meetings. Regular checks of the environment are undertaken to ensure that it is a safe place for children to play.

What does the setting need to do to improve?

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

- enhance teaching skills and support the staff to make better use of opportunities to extend and challenge children's learning as they play.

Setting details

Unique reference number	EY356802
Local authority	Lancashire
Inspection number	10106637
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	34
Name of registered person	Farington Playgroup Committee
Registered person unique reference number	RP901021
Telephone number	07905904444
Date of previous inspection	8 July 2014

Information about this early years setting

Farington Nursery registered in 2007 and is run by a voluntary management committee. The nursery is situated in the Leyland area of Lancashire, and operates within the school building of Farington County Primary School. The nursery is open Monday to Friday, from 8am until 5.30pm, during term time only. The nursery employs 13 members of staff. Of these, one holds a qualification at level 5, two hold level 4, seven hold level 3 and two hold level 2.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- The inspector toured the setting with the manager, observed the quality of teaching during activities, indoors and outside, and assessed the impact this has on children's learning.
- The deputy manager and inspector carried out a joint observation.
- The inspector observed the staff and children as they played and held discussions with them at appropriate times during the inspection.
- Parents talked to the inspector about their views of the nursery.
- The managers and inspector discussed the leadership and management of the nursery.
- The inspector sampled documentation, including staff suitability checks and children's records.

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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