

# Inspection of Favours Day Nursery Limited

124 Finedon Road, Wellingborough NN9 5UB

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Inspection date: 9 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 clearly show that they feel safe and happy. They develop positive relationships with the caring and attentive staff. Children's individual needs are met well. Children are eager to learn, and their behaviour is good. They respond well to the staff's high expectations for them. Babies are excited to listen to music and play with musical instruments. They tap the drum and eagerly use the shakers to make sounds. Two-year-olds are curious about plants and herbs. They learn to be gentle when touching the leaves to feel the textures and smell the scent. Pre-school children learn their friends' names and work very well together to build a train track.

The nursery curriculum takes full account of children's interests. Children become engaged in the activities they choose and show good concentration. They ask staff to read stories to them and join in with the familiar words. Children's vocabulary is supported well in the nursery. They learn new words as they play. For example, two-year-olds make 'telescopes' from cardboard tubes and are excited to look for 'treasure'. Babies are encouraged to babble, and staff look at them when they speak to them. Children develop confidence, independence and social skills. They seek out their friends and ask for assistance from staff when they need it.

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

- The management team work well with staff. They support and encourage staff to continue to develop their professional skills through training. The staff team have a cohesive, reflective approach to what they do. For example, changes to the planning of activities are effective. Staff know what they want children to do next in their learning. All children's next steps in learning are identified and activities provide suitable challenges that continually build on what children already know.
- Staff find out about the experiences children have at home through discussion with parents. Staff use this information when they plan activities to ensure that all children can participate in a broad range of experiences. For example, children who have fewer opportunities to play outside take part in gardening and have space to practice their physical skills, including running, climbing and kicking balls. After careful consultation with their parents, children with additional needs are supported well to safely experience messy play.
- Staff help children be ready for the next stage in their learning. Children are encouraged to be independent. Babies explore the different rooms available to them, which have lots of activities to promote their learning. For example, babies are curious about textures and messy play. They have space to crawl and pull themselves up to standing. Two- and three-year-olds choose whether to play inside or outside and they find out about the properties of glue as they

squeeze it onto paper. Pre-school children serve themselves food at lunchtime and become increasingly independent in managing themselves in the bathroom.

- The staff team understand why they offer children the activities that are available. They can explain what they want children to learn from an activity and how to extend children's interest. Staff know the children very well and interactions between staff and children are overwhelmingly positive. Very occasionally, a small number of less confident staff do not fully promote children's learning as they play.
- Staff are interested in what children are doing and talk to them. Staff offer suggestions to children that help them think about what they are doing. For example, with support from staff, children work together and cooperate to build a train track. They learn to look at the holes and pegs in sections of a bridge to help them fit them together. Occasionally though, some staff ask children too many direct questions without giving children the time to think about what they want to say in response.
- Staff help children to form secure attachments and have a sense of belonging in the nursery. Babies settle readily to sleep and wake happily. Two- and three-year-olds build their confidence as they learn to balance when walking on beams. Pre-school children show resilience when they are initially unsuccessful in kicking a ball into a goal.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their role in protecting children from harm and neglect. They know the procedures to follow to report any child protection concerns to ensure children remain safe. Regular staff training and discussions about safeguarding in team meetings help to promote staff's confidence and knowledge. The management team have effective procedures to manage disciplinary issues. Managers check staff's suitability to work with children at the point of employment and ongoing. Effective supervision by staff during play and when children are sleeping promotes children's safety and well-being. Risk assessments and clear plans for emergency evacuation are in place and regular drills take place.

## **What does the setting need to do to improve?**

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

- extend the practice and subject knowledge of newly qualified and less confident staff to enhance their teaching and interactions with children
- give children more time to think about what they want to say before moving on with further questions during conversations.

## Setting details

<b>Unique reference number</b>	EY535816
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10206306
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Favours Day Nursery Limited
<b>Registered person unique reference number</b>	RP905133
<b>Telephone number</b>	01933 650 355
<b>Date of previous inspection</b>	6 August 2018

## Information about this early years setting

Favours Day Nursery Limited was registered in 2016 and is managed by a limited company. It is situated in Irthlingborough, Northamptonshire. The nursery employs 14 members of childcare staff. Of these, ten hold appropriate early years qualifications between levels 2 and 6, including two with early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Eastwell

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector completed a joint observation of the pre-school children's group time with the manager.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the 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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