

Inspection of Farley Bears Nursery

Farley Community Centre, Delphine Close, Luton, Bedfordshire LU1 5RE

Inspection date:

6 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive back at the setting following the summer break with ease. They are happy and excited as they make their way into the room to see what activities are available to them. Staff allow children to explore independently, to support their return. This allows them time to settle back in. Staff know the children well. However, staff do not have the skills or knowledge to plan and deliver purposeful activities to support the next steps in children's learning. Therefore, children do not always learn the necessary skills required for their future learning.

Children enjoy talking to staff about what they have been doing over the summer period. Staff encourage children to re-live their experiences and share this with their friends. This helps children to develop their language skills. Children behave well. They quickly remember the rules of the nursery and understand staff expectations of them. Staff ask children 'do you remember what we do now?' and offer gentle reminders to support them with the routine.

All children enjoy signing themselves into the setting as part of self-registration. They can choose how they do this, creating individual marks on a signing-in sheet. Photos on pegs show children where to hang their bags. This gives them a sense of belonging in the setting.

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

- Children do not benefit from having staff who are able to identify the skills children require to support them in their future learning. Staff often focus on skills that are too advanced for younger children. Activities are not always aimed at the development needs of the children. Therefore, children do not always make good progress in their learning.
- Children are independent throughout the day. At snack time, children are given different responsibilities that they thrive from. They delight as they give out the plates to their friends. Children pour their own drinks and make choices about what they may like to eat. After snack, children tidy away and independently choose what activity they may like to do next.
- Children enjoy constructing large towers with the wide range of building resources available. Staff talk to the children about the size of the towers and the number of bricks they have used to create them. This helps children to develop an understanding of mathematical concepts.
- Staff support children's language development. During group times children enjoy singing songs and join in with actions. Children use trial-and-error methods as they practise sign language. Staff know how to support children who speak English as an additional language. Staff use home language to support children with routines. Staff repeat words in English to help children build the

connections.

- All children enjoy good opportunities for mark making. Children use whiteboards and markers to create pictures, and begin to form different shapes. Children enjoy giving meaning to their marks. This helps to develop children's early writing skills.
- Children's physical skills are developed in a range of ways. Children use tweezers to pick up their fruit at snack time, developing their finger muscles. Later, children access the local community play park. They run, swing and climb on the equipment. Children delight as they go up and down on the seesaw. Children are encouraged to take risks. For example, younger children climb independently up the steps to the slide, knowing an adult is close by to support.
- Parents are happy with the care and education their children receive. Parents comment on the information the staff provide them with about their child. They feel part of their child's learning journey. Parents feel well supported when settling their children into the setting.
- The manager has a good understanding of what she would like children to learn while they are at the setting. The manager has regular meetings with her staff team. However, she does not always check staff's understanding of their key children's next steps and their ability to support children's development.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident to talk about the signs and symptoms of abuse. They understand the reporting procedures they must follow if they have a concern about a child. Staff are confident to report a concern or allegation against a member of staff and know who to report to independently if needed. Staff have a good understanding of their safeguarding responsibilities, and they complete regular training to ensure their knowledge is up to date. A robust safeguarding policy underpins staff practice.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve staff's knowledge of child development to ensure children's identified next steps in their learning match the skills they are required to develop, and activities are planned and delivered to meet these needs	08/11/2022

improve supervision for staff to ensure they receive coaching and training to support the improvement of their quality of teaching which therefore improves the outcomes for children.	08/11/2022
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Setting details

Unique reference number	2574445
Local authority	Luton
Inspection number	10239304
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	80
Number of children on roll	9
Name of registered person	Malik, Monaza
Registered person unique reference number	RP906676
Telephone number	07850204420
Date of previous inspection	Not applicable

Information about this early years setting

Farley Bears Nursery registered in 2020 and is located in Farley Hill, Luton. The nursery is open Monday to Friday, between 9.00am and 3.30pm. The nursery employs four members of staff. Of these, three hold an appropriate early years qualification at level 2 or above, including two at level 6. The nursery currently provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector
Lisa Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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