

# Inspection of Farrance Road Nursery and Pre-school

1a Farrance Road, Chadwell Heath, London RM6 6EB

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Inspection date: 24 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children show that they feel happy, safe and secure in this welcoming and stimulating environment. Children benefit from an exciting and creative curriculum and show high levels of interest and engagement as they explore and learn. Staff create a wonderful atmosphere and have high expectations for children's learning and behaviour. They are positive role models and teach children about expected boundaries in a consistent way. Babies enjoy singing nursery rhymes and exploring musical instruments. This helps to support their language development and awareness of rhythm and rhyme. They also have fun exploring water play and a wide range of natural resources. This supports them to develop their curiosity and to learn through their senses.

Toddlers enjoy the process of racing cars and observing the tyre tracks created by paint. Staff join in with lots of enthusiasm and help children to count and use positional language as they play. This helps to support children's early mathematical knowledge. Toddlers display good levels of enjoyment as they explore play dough. Staff use fresh herbs and vegetables to extend their learning and skilfully incorporate lots of descriptive language as they play.

Pre-school children show deep concentration as they explore shaving foam and building blocks. Staff foster their thinking skills and language development as they ask them questions about how it feels and smells. In addition, children learn new facts and knowledge as they explore messy-play activities with bugs. Staff effectively support children to build on their prior knowledge as they play.

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

- The nursery is led by a knowledgeable and ambitious manager who is reflective and committed to continuous improvement. He is very supportive and places the children's needs at the centre of everything he does. This helps to create a very dedicated team that provides high-quality experiences for the children that attend.
- Staff work hard to make learning fun. The educational activities on offer capture children's imagination and interest extremely well. Staff closely monitor children's development and swiftly identify any gaps in their learning and plan interesting activities to help them to move forward and progress. It is evident that children flourish under their care.
- Children have positive opportunities to learn through music, dance and singing. Staff engage in specialist training to make music sessions interactive and fun. This helps to build children's confidence, listening skills and creativity.
- Children have frequent opportunities to play outdoors in the well-planned learning spaces. Children enjoy digging and planting, as well as more active

experiences that help to develop their gross motor skills, such as their balance and coordination.

- Supporting healthy lifestyles is given high focus. For instance, children benefit from nutritious meals and staff teach them the benefits of making healthy choices to help them to grow and develop.
- Children benefit from attending an inclusive setting where each individual child and family are valued. Staff arrange a variety of events to help children learn about others' lives that are different to their own. For instance, they enjoy dressing up, dancing and exploring the festival of light during Diwali. This extends children's knowledge of the world and helps them to develop respectful attitudes.
- Children with special educational needs and/or disabilities receive good levels of support. Staff work in close partnership with other professionals to set targets and review children's progress. Staff also use lots of visual aids and transitional objects to help to support children's understanding of routines.
- Parents express high levels of appreciation and gratitude for their children's experiences at the nursery. They value how kind and caring the staff are and the good communication they receive, both verbally and on the nursery app, that helps them to feel involved in their children's learning.
- Overall, children benefit from a rich language environment. However, some staff working with babies do not always maximise opportunities that arise to extend and challenge children's language skills and learning to the very highest level.
- Children have good opportunities to learn about the wider world. However, their opportunities to learn through more first-hand visits and trips would deepen their knowledge even further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand that safeguarding and promoting children's welfare are everyone's responsibility. They receive ongoing training and recognise the potential signs that may indicate a child is at risk of harm. Furthermore, they understand the importance of involving other professionals to help to protect children's safety. Leaders follow thorough and in-depth recruitment procedures to make sure the staff working with children are suitable for their roles. Staff complete daily risk assessments of the learning environments to help ensure the resources and equipment are safe.

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

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

- strengthen the interactions of some staff working with babies during play, to extend and challenge their language skills and learning to an even higher level

- build on opportunities for children to learn about the wider world and local environment through more first-hand experiences.

## Setting details

<b>Unique reference number</b>	EY372343
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10233726
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	The London Early Years Foundation
<b>Registered person unique reference number</b>	RP901332
<b>Telephone number</b>	0208 724 1944
<b>Date of previous inspection</b>	14 November 2016

## Information about this early years setting

Farrance Road Nursery and Pre-school registered in 2008. It is situated in Chadwell Heath, in the London Borough of Barking and Dagenham. The nursery is open each weekday from 8am to 6pm all year round. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs 17 staff, of whom 12 hold an appropriate early years qualification ranging from level 6 to level 3.

## Information about this inspection

### Inspector

Amy Mckenzie

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in her evaluation.
- The inspector completed a learning walk with the manager to discuss their intentions for children's learning.
- The inspector carried out a number of observations and assessed the quality of education.
- The views of parents, children and staff were considered during the visit.
- A range of documentation was viewed, such as staff suitability information and training certificates.

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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