

Inspection of Favours Day Nursery Ltd

Favours Day Nursery, Boughton Fair Lane, Moulton, NORTHAMPTON NN3 7RT

Inspection date: 9 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Staff greet children warmly as they arrive at the setting. Older children rush inside and are keen to see what activities are on offer. For young babies, some of whom have only recently started, staff cuddle them and provide their comforters to help them to settle quickly. Throughout the day, staff are on hand to provide reassurance and support to children if needed. This close and supportive interaction from staff helps children to feel happy, safe and secure.

Children's behaviour is good. Four-year-old children confidently invite their friends to play with small-world animals. They share the animals out and say, 'Here, you can have this one if you like.' Two-year-old children rush over to their friends and put their arms around them when they are upset. Staff praise children for being kind and caring towards each other, helping them to understand staff expectations of their behaviour.

Staff have consistently high expectations of what children can do. They help children to embed routines during the day. For example, at lunchtime, one-year-old children confidently find a seat at the table for lunch and sit down. Staff support children to progress in their self-care skills. Younger children eat with a fork or spoon, showing increasing confidence. For two- and three-year-old children, they proudly show visitors that they are able to use a fork and are beginning to use a knife.

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

- The management team has successfully met the actions set at the last inspection. Managers have removed all potential hazards and risks. Staff have received updated training on all areas of safeguarding. Regular supervision meetings take place to help staff identify what they do well in their practice and how they could develop this even further.
- Staff provide children with many opportunities to develop their physical skills. Two-year-old children climb on wooden blocks in the garden, and they are delighted when they manage to walk across a plank of wood independently. They explain to visitors that they put their arms out at their sides to help them to cross safely. Staff recognise that some older children have not had opportunities to attend groups outside of the setting due to the COVID-19 pandemic. Therefore, staff arrange for older children to benefit from weekly sports, dance and music sessions. This helps them to develop strong listening skills as they learn different sports games.
- Staff provide opportunities for children to develop a love of books. In every room at the setting, children regularly enjoy looking at different books. One-year-old children are encouraged by staff to turn the pages in books and explore

the different textures. They become engrossed in a story and begin to repeat parts of the book. Older children sit in the reading chair and make up stories to read to their peers.

- Parents are overwhelmingly positive about the care the setting provides. They comment that since their children have started, their independence skills have developed well. Parents say they receive consistent communication with the setting, and there is always time to talk about anything they may need to regarding their children. They particularly enjoy the daily updates they receive, with daily photographs of activities their children have taken part in.
- Children with special educational needs and/or disabilities are supported effectively at the setting. Staff talk to parents regularly about children's emerging needs. When support from additional agencies is needed, staff swiftly arrange this and put effective plans in place to support children with their individual targets. Staff arrange additional transition sessions, when needed, to support children as they move to school.
- Staff interact with children as they play. Overall, these interactions are mainly of a consistently high quality and support children to develop their next steps in learning. However, at times, staff step in too quickly before allowing children time to have a go and solve problems themselves.
- Overall, staff support children to develop their mathematical skills well. However, on occasion, staff do not help older children to count in the correct order when they count incorrectly. They do not help older children to identify the correct shapes of more complex objects.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of safeguarding. They recognise the signs and symptoms of abuse. Staff display confidence when talking about who they would report their concerns to, including if an allegation was made against a staff member. They recognise what the indicators could be if a child is at risk from extremist views and behaviours. The management team regularly talks to staff about different safeguarding scenarios, to ensure their knowledge is always kept up to date. Staff undertake regular risk assessments to ensure the areas used by children are safe for them to access. Children with food allergies are supported effectively. Robust procedures are in place to ensure cross-contamination does not occur.

What does the setting need to do to improve?

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

- allow children more time to solve problems independently
- improve staff's understanding of how to support older children to count in order

and to identify more complex shapes correctly.

Setting details

Unique reference number	EY417169
Local authority	West Northamptonshire
Inspection number	10269558
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	85
Number of children on roll	90
Name of registered person	Favours Day Nursery Limited
Registered person unique reference number	RP905133
Telephone number	01604645131
Date of previous inspection	15 November 2022

Information about this early years setting

Favours Day Nursery Ltd registered in 2010. It is located in Moulton, Northamptonshire. The setting employs 28 members of childcare staff. Of these, 17 hold appropriate early years qualifications between level 3 and 6. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.45pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector spoke to children during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector. Written feedback from parents was also viewed.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.

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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