

# Inspection of Farley Bears Nursery

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

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Inspection date: 18 July 2023

<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	Requires improvement
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## What is it like to attend this early years setting?

### The provision is good

Children enjoy attending this nurturing setting. They form secure bonds with staff, showing their trust as they readily include them in their play and conversations. Staff have high expectations and are good role models to children. For example, children copy the menu a staff member has written on a large board, making up their own items. They go on to draw on chalkboards, eagerly discussing their illustrations. Children respond to staff's positive attitudes and encouragement and persevere at tasks. For instance, children concentrate as they build tall towers, clapping for themselves and their friends when they succeed.

Children copy the staff and are kind, caring and helpful. For example, children choosing dressing-up clothes find outfits for their friends, offering them choices and respecting the choice made. Staff use children's interest in dinosaurs as a way of helping them understand oral hygiene. Children practise cleaning the dinosaurs' teeth, talking about making circular movements with the brush. Children develop good physical skills. For instance, they dance and wave streamers in time to music. They show their understanding of safety as they allow each other sufficient space. Staff recognise the possible effects of the COVID-19 pandemic lockdowns. They offer reassurance to parents that procedures are followed to keep children safe and healthy.

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

- Managers responded positively to actions set at the last inspection. They have made changes that have contributed significantly to improving the setting. Managers continuously review their work. They support staff to evaluate activities and involve them in making improvements. Managers are good role models and offer staff ongoing support and encouragement, for example, through frequent supervision sessions. This enables them to continue to develop their practice and support all children in making good progress. Staff report that they are well supported and feel that managers value their work.
- Staff assess children's progress well. They understand what children are learning and what they need to learn next. They keep up to date with children's interests, capturing their attention by offering them activities linked to these. Managers' robust monitoring means that any weaker areas in children's learning are quickly addressed. They maintain a good understanding of each child, using additional funding effectively to promote children's development.
- Children demonstrate their love of books. Younger children are captivated when listening to a favourite story. They eagerly join in with the words, remembering the story and predicting which house will fall down. Staff involve children in making props to use alongside books, adding further to children's enjoyment.
- Staff support children well in developing their language and communication

skills. They ask open questions, gently encouraging children to respond and state their views. Staff frequently use picture prompts and simple sign language, aiding children's early communication. These sensitive approaches particularly support children who speak English as an additional language, and they make good progress.

- Children show their developing independence as they explore the interesting environment. They gain a practical awareness of differences, for example, as they investigate artefacts from around the world. They proudly contribute to these, explaining their own culture and traditions to their friends.
- Staff's thoughtful planning means that children have many opportunities to think about what they have been learning and build on this. For example, after visiting a farm, children explore animals frozen in ice blocks. They delight in uncovering the animals, naming these and deciding which ones live on a farm and which they might see at the zoo.
- Staff build strong partnerships with parents, communicating well with them so that they understand each child and their needs. Parents speak highly of all staff, particularly praising their patience and their commitment to their work. Parents note the good progress their children have made and feel that staff support them well in extending their children's learning at home.
- Children enjoy playing outside. For example, they enjoy a one-off visit to a nearby farm and use ride-on toys and large play equipment in the nearby outdoor area. However, children do not have consistent opportunities to fully develop their play and learning outside, particularly those children who prefer to be outdoors.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are clear about their role in promoting children's welfare. They have a secure understanding of safeguarding, keeping this knowledge up to date by regularly refreshing their training. Staff know how to identify possible concerns in a child's life and report these to the correct professional. They understand the procedure to follow should they have any concerns about a colleague's practice. Furthermore, staff are aware of wider safeguarding issues, such as radicalisation and possible risks associated with use of the internet. They take effective action to protect children at all times.

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

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

- support staff to make better use of outdoor areas, enabling them to offer children increased play and learning opportunities, particularly for children who prefer to be outside.

## Setting details

<b>Unique reference number</b>	2574445
<b>Local authority</b>	Luton
<b>Inspection number</b>	10253939
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Malik, Monaza
<b>Registered person unique reference number</b>	RP906676
<b>Telephone number</b>	07503737003
<b>Date of previous inspection</b>	6 September 2022

## Information about this early years setting

Farley Bears Nursery registered in 2020. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday during term time only. Sessions are from 9am until 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelly Eyre

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager, who is also the owner, joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector, the manager and the deputy manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

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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