

Fun To Learn Nursery & Pre-School

Dallow Primary School, Dallow Road, LUTON, Bedfordshire, LU1 1LZ

Inspection date	17/02/2014
Previous inspection date	15/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Teaching is good. Children's communication and language development is encouraged, and staff plan a range of activities, using sign language to support children's speech. As a result, children's progress is good given their starting points and capabilities.
- Children form strong relationships with the well-established staff team. Their personal, social and emotional development is very well promoted, and as a result, close bonds are encouraged.
- Partnerships with parents, carers and other providers are strong. Information sharing is consistently encouraged and children are fully supported. Consequently, children's learning and development is continuously promoted.
- The safeguarding and welfare requirements are met, and children are protected because there are effective safeguarding, recruitment, induction and performance management systems in place.

It is not yet outstanding because

- Some staff do not promote opportunities for children to think further, by asking open-ended questions during activities.
- There is scope to enhance opportunities for children with English as an additional language to move successfully between activities, by using pictures to help them.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector reviewed the provider's online self-evaluation before and during the inspection, and she carried out a joint observation with the on-site manager.
- The inspector spoke to children and staff throughout the inspection, and the views of some parents were taken into account through discussions during the inspection.
- The inspector observed a range of activities throughout the nursery and in both outside areas.
- The inspector looked at children's assessment records online, planning documentation, evidence of staff suitability, and a range of other documentation, including the safeguarding procedures, recruitment and appraisal procedures.

Inspector

Jo Rowley

Full report

Information about the setting

The nursery was registered in 2001 and is on the Early Years Register and the compulsory parts of the Childcare Register. It is situated on the Dallow Primary School site, near the centre of Luton. It is managed by a committee consisting mainly of parents. The nursery serves the local and surrounding areas, and is accessible to all children. There are two enclosed areas available for outdoor play. The nursery opens Monday to Friday, for 50 weeks of the year with sessions from 8am to 6pm, and children attend for a variety of sessions. There are currently 163 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a significant number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 24 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3, one member of staff has a qualification at level 4 and another member of staff has a qualification at level 6.

What the setting needs to do to improve further

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

- enhance opportunities for children to think further, by promoting the consistent use of open-ended questioning

- enhance opportunities for children with English as an additional language, to support them in making choices about the activities they play with, for example, through the use of pictures.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

A robust online system to manage children's progress from their starting points is in place, and staff demonstrate a good knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. Regular observations are completed by staff, and entered into the online system, where progress is effectively monitored. Children's next steps are clearly identified and incorporated into future plans to encourage and support their learning and development. As a result, children are making good progress, given their starting points and capabilities. Teaching is good with managers and staff demonstrating high expectations for children's learning. Opportunities for children to develop their communication and language skills, including those with English as an additional language, are good. Staff introduce regular opportunities for children to develop their skills in communication through sign language. For example, children greet each other during registration with a 'good morning' song and are beginning to use sign

language effectively. Additionally, sign language is also promoted during group activities, on a daily basis. However, there is scope to extend opportunities for children, with English as an additional language, to be able to make more choices about their play, for example, by using pictures to encourage independent choices.

Staff provide children with a wide range of opportunities to express themselves across the prime and specific areas of learning, and children are currently enjoying the opportunity to learn about dinosaurs. They use magnifying glasses as they search the sand for hidden dinosaur bones, and with the support of staff, explore the background of where dinosaurs come from. As a result, children are actively engaged in activities that interest them. However, some staff do not always promote opportunities for children to think further, because asking open-ended questions is not consistent practise throughout the nursery. Opportunities for children to develop their physical skills are widely available as they use the well-equipped outside areas. They practice their balancing and climbing skills as they use the static apparatus in the large area, and while in the smaller area they enjoy exploring the mud kitchen and building resources. Additionally, children are beginning to explore forest school sessions, which is a very new initiative and are used to support children's understanding of the world around us as they prepare for school.

Partnerships with parents are very well promoted, and relationships between staff and parents are strong. Information sharing is highly encouraged, this starts from the child's initial home visit before starting at the nursery. Staff fully encourage parents, through translation if required, to share what they know about their children. This supports staff in building a holistic view of each child, and therefore, they are able to effectively support and encourage all children, regardless of their background. Parents are regularly encouraged to view their children's progress, with individual access to their children's online learning journey being promoted. They are welcomed into the setting to talk about the progress their children make, and are encouraged to help identify their children's next steps for learning, through their own observations. As a result, the consistency between staff and parents ensures that children's learning and development is effectively promoted.

The contribution of the early years provision to the well-being of children

Children's emotional well-being is warmly supported by staff who encourage them through praise. For example, during an activity children demonstrate how good they are at sharing and turn taking, as staff congratulate them by telling them how kind they are. Behaviour management is administered effectively because staff are consistent in the way in which they oversee issues. They are good role models and provide effective examples of kindness. As a result, children are kind to each other. For example, outside, as children get off their wheeled toys they tell others, who they know have been waiting, 'I am finished on the bikes now'. This demonstrates that children are learning about appropriate ways in which to behave, showing a mutual respect for others. Furthermore, effective strategies, such as no shouting in the nursery, promotes an environment which is calm, friendly and welcoming.

Children's personal, social and emotional development are well promoted because staff

encourage their self-confidence and self-esteem with an effective key person system. For example, children stay with their key person as they move between base rooms, and the bonds they have with key staff support their moves within the nursery. Additionally, as children move on to school, staff recognise the need for them to feel secure, supporting their key children with visits to meet new adults in a new environment. The key person system is very effective because the settling-in procedures are organised with parents, according to each individual family, meaning that it is appropriate for different children. As a result, children's individual care needs are very well promoted. Parents speak highly of the nursery staff, demonstrating a good awareness of the key person system.

Children are developing awareness of their own safety through learning experiences, such as when they are in the garden. Staff remind them of safe climbing on the apparatus and they are praised for good manoeuvring around their peers, when using the wheeled resources. As a result, children's understanding of their personal safety is good. Opportunities for children to develop healthy lifestyles are well-promoted because they take part in a wide range of physical exercise. They eat a variety of healthy food at meal times, and when they take part in baking activities staff ensure that these are healthy and meet the children's individual dietary needs. Children's independence is promoted well as, for example, children are encouraged to serve their own meals and clear their plates after eating. Young children show strong independent skills and determination as they are seen scraping their plate without the need for staff support. The environment is warm and friendly, and the equipment is of a good quality, offering children a wide range of resources to develop across the prime and specific areas of learning.

The effectiveness of the leadership and management of the early years provision

The nursery have robust recruitment and induction procedures to ensure that staff are suitable and safe to work with children. References, health declarations and Disclosure and Barring Service checks are completed before employment begins. All staff have completed basic safeguarding training, and demonstrate a good knowledge and understanding of the safeguarding and welfare requirements, of the Early Years Foundation Stage. Staff demonstrate a good understanding of what to do if they have safeguarding concerns about a child or a member of staff, and have a secure knowledge of the procedures to be followed. Regular risk assessments are completed within the nursery, to ensure that children can play safely. Additional assessments are completed for the forest school sessions and incorporate the fact that the setting use a wide range of resources and equipment. Management take responsibility for overseeing all concerns raised. They have completed additional safeguarding training in order for them to protect children and staff overall. Safer recruitment training has been completed by management, and strong supervision and appraisal systems ensure that staff suitability is consistently monitored.

Management demonstrate good organisation and leadership skills. They carry out consistent monitoring and evaluation of practice within the setting, ensuring that these methods are used to promote teaching and learning. For example, management and staff complete regular peer observations to evaluate teaching and learning within the nursery.

The well-established team of staff attend regular planning and team meetings, and have a good system for promoting continuous professional development. As a result, the impact on children's learning and development is strong and the activities provided are well matched to their ages and stages of development. The setting strive for continuous improvement and take into consideration the views of staff, children and parents by evaluating the surveys they complete.

Since the last inspection the nursery has implemented the Statutory framework for the Early Years Foundation Stage well. Sign language and forest school sessions have been recently introduced, these have had a hugely positive impact on children's personal, social and emotional development. As a result, children are making good progress. Partnership with parents is good because the emphasis is on working together and parents comment on the friendly approach they demonstrate. Parents like that they are able to access information about their children at any time, but also enjoy the consultations they attend. Partnerships with other providers and professionals are very good because staff work closely to promote a consistent approach to children's learning. Additionally, management and staff have well-focused plans of where they want to be and this demonstrates that they have the capacity to improve.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	155769
Local authority	Luton
Inspection number	854253
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	85
Number of children on roll	163
Name of provider	Dallow Pre-School Committee
Date of previous inspection	15/09/2008
Telephone number	01582 616622

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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