

Inspection of Farington Nursery

Farington Cp School, Rose Street, Farington, LEYLAND PR25 4GH

Inspection date: 10 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children confidently separate from their parents and carers to enter a buzz of excitement in the nursery. Caring staff form warm, trusting and supportive relationships with children and their families. They are attentive to children's needs and listen to their thoughts and feelings. Staff support children to understand their emotions through discussions and books. They develop strategies to help children to regulate their feelings. Children demonstrate they feel safe and happy.

Staff clearly communicate to children the expectations for their behaviour. Routines are well embedded. Children listen, follow instructions and wait patiently for a place at the snack table. They understand what it means to 'play fair', sharing resources and cooperating well together. Staff consistently recognise and praise children's efforts and achievements. They encourage children to fully engage in their learning. As a result, children behave well and show respect for others.

Managers have designed an ambitious curriculum that is focused on children's communication and language, physical development and personal, social and emotional development. Staff use observations and assessments to plan sequenced learning for children. They support children to recall and apply prior knowledge. For instance, when harvesting potatoes, staff encourage children to think about what they need to grow and question them effectively to recall parts of the plant. All children make good progress.

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

- Managers support staff to create individualised curriculums for their key children that target the most pertinent areas of their development. Staff use their strong knowledge of each child and plan learning experiences that build on children's existing skills and knowledge. They quickly identify gaps in children's learning and provide focused support to narrow any gaps in their learning.
- There are effective systems in place to support children with special educational needs and/or disabilities (SEND). Staff collaborate with parents and professionals to provide children with timely and appropriate support plans. They set realistic and challenging next steps, so children achieve success in their learning. Staff use funding well to help children with SEND to make good progress from their starting points in development.
- Staff plan a range of activities to develop children's communication and language skills. They encourage conversations and introduce new vocabulary through stories, songs and play. Children repeat new words, such as 'vast', 'experiment' and 'estimate'. This helps children to become confident communicators.
- Staff prioritise children's physical development. Children enhance their gross motor skills, such as when balancing on beams, engaging in large mark making

and digging in the garden. They develop their fine motor skills with carefully selected resources, such as magnetic maze puzzles and squeezable paints. These approaches help children to progress well physically.

- Staff expertly weave mathematics into children's play, prompting them to compare sizes of towers, estimate and touch count. They use mathematical language, such as 'more', 'tallest' and 'curved', throughout the session. This helps to prepare children for school.
- Staff teach children about healthy choices, such as by involving them in growing fruits and vegetables. They offer nutritious snacks and use books and resources to promote good oral health. Staff ensure that children have many opportunities for outdoor play and physical exercise. This supports children's understanding of healthy lifestyle choices.
- An established key-person system supports children's emotional stability and readiness for learning. Staff know children extremely well and recognise when they need reassurance and support. For instance, they engage children through storytelling and offer comfort before initiating activities. These secure relationships meet children's needs consistently.
- Staff maintain strong partnerships with parents. Parents state they receive regular updates. They are invited to participate in stay-and-play sessions and receive suggestions for activities at home with their children. Parents know their children make progress. This provides continuity in children's care and learning.
- Staff appreciate children's individual background and beliefs. They support children to explore various religious festivals and provide resources to foster diversity, inclusion and equality. Children learn about their uniqueness, preparing them for life in modern Britain.
- Managers are attentive to staff's well-being and the pressures they may face. They use supervision sessions to support staff to deliver a well-planned curriculum for all children. Managers focus staff's professional development on the areas that staff individually lead on. However, this support does not consistently enhance individual staff's practice and knowledge further. This means that staff are less confident in other areas of learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- extend arrangements for support for staff to enhance their practice and teaching across all areas of learning.

Setting details

Unique reference number	EY356802
Local authority	Lancashire
Inspection number	10398566
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	54
Name of registered person	Farington Playgroup Committee
Registered person unique reference number	RP901021
Telephone number	07905904444
Date of previous inspection	30 October 2019

Information about this early years setting

Farington Nursery registered in 2007 and is located in Leyland, Lancashire. It is independently run and operates from Farington County Primary School. The nursery opens during term time, from 7.30am to 5.30pm, Monday to Friday. The nursery employs 11 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, one member of staff at level 4 and nine staff at level 3. The nursery provides government-funded childcare.

Information about this inspection

Inspector

Lisa Bellam-Brown

Inspection activities

- The inspector viewed the provision and viewed the safety and suitability of the premises.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special education needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector, manager and deputy manager carried out joint observations.
- The inspector spoke to parents and carers and took account of their views.
- The manager showed the inspector a sample of key documentation on request, including evidence of the suitability of staff working in the nursery.

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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