

Inspection of Fun To Learn Nursery & Pre-School

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

Inspection date: 3 July 2025

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provider has failed to ensure children's welfare is assured. Although staff can identify concerns about children, and managers log this information, the provider has not ensured that safeguarding policies are implemented effectively to safeguard children.

Despite this, staff are nurturing and develop positive relationships with children. They are friendly and enthusiastic. Children behave well and are happy at the nursery. They are engaged in learning most of the time. Staff talk passionately about the eco-warrior's sustainability project. They encourage children to grow vegetables and water them regularly. This helps to foster children's understanding of how the natural world works. Staff engage in children's imaginative role play in the mud kitchen and talk about what children are doing. For example, staff make mango juice and tea using natural resources. Staff talk about what children are learning and the purpose behind activities. They support children to build relationships and learn about healthy lifestyles. Staff are positive role models and link play to children's home lives.

Staff support children with their self-care needs. Children follow instructions as staff remind them to wash their hands or go to the toilet. They use visuals to help children understand. Staff supervise and monitor children during snack and lunch times. Therefore, risks when eating are reduced.

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

- The provider has failed to ensure that managers and staff have implemented effective safeguarding procedures. This means children's welfare is not promoted. Management has policies and procedures in place to help keep children safe. However, they have failed to follow the local safeguarding partner's guidance to report any concerns about a child in a prompt manner. Consequently, vulnerable children are not protected from harm.
- Parents speak positively about the nursery. They say children are happy and staff communicate well. They are happy with the settling-in process. Staff reassure, support and guide parents. Parents are supported to help promote their children's learning at home.
- Children are relaxed and enjoy the different aspects of the learning environment. For example, some enjoy sitting on the hill, writing and looking at letters. Others run around with a ball and chat. This supports their language development and social skills.
- Staff use mathematical vocabulary to develop and assess children's understanding. For example, children build with bricks and staff use a big bucket scale to introduce 'heavy' and 'light'. Overall, staff help children engage in

learning for longer.

- Staff support children to develop their speaking skills. They use appropriate questioning techniques when challenging children and pitch these at the correct level most of the time, to move children on in their learning.
- There are many children who speak English as an additional language. Staff speak in English and some also speak the home languages used by the children. Management values the importance of speaking children's home languages but ensure that equally, children learn to understand and speak English.
- Management has a good understanding of the early years curriculum and support staff to plan for children's learning. However, sometimes, staff do not instinctively support children to progress further during child-initiated learning. This results in children who are, at times, less engaged in learning.
- Staff know the children well and talk about children's strengths and next steps in learning. Staff notice when children's progress is slow. They take action and involve parents. Staff use individual education plans that help children make progress and fill gaps in learning. Senior management supports staff and they feel confident to support children with special educational needs and/or disabilities (SEND).
- Staff have clear knowledge of children with SEND and their individual education plans. However, they do not always effectively engage children with SEND during free-play times. As a result, these children do not always make the best possible progress in their social development.
- Management talks about the nursery's strengths and areas of improvement. They understand the importance of reflection and continual improvement.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the safeguarding policy is implemented swiftly to help promote children's welfare and keep them safe	24/07/2025
ensure the policy to safeguard children is in line with local safeguarding partner's procedures.	24/07/2025

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

- help staff support all children, including children with special educational needs and/or disabilities to engage more deeply in learning.

Setting details

Unique reference number	155769
Local authority	Luton
Inspection number	10394439
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	55
Number of children on roll	106
Name of registered person	Dallow Community Nursery Committee
Registered person unique reference number	RP517331
Telephone number	01582 616622
Date of previous inspection	5 September 2019

Information about this early years setting

Fun To Learn Nursery & Pre-School registered in 2001 and is managed by a committee. The nursery opens Monday to Friday, for 38 weeks of the year from 8am to 4pm. The nursery provides funded early education for all eligible children. The nursery employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above.

Information about this inspection

Inspector

Emma Salomon

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed 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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