



First Friends PDN

Inspection report for early years provision

Unique Reference Number	206106
Inspection date	24 January 2007
Inspector	Sheena Gibson
Setting Address	141 Chaddesden Park Road, Chaddesden, Derby, Derbyshire, DE21 6HP
Telephone number	01332 677660
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Registered person	First Friends PDN Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

First Friends Private Day Nursery opened in 1999. It operates from a two storey self-contained building situated in Chaddesden, on the outskirts of Derby City. Children are cared for on both levels of the nursery. All children share access to a fully enclosed outdoor area. A maximum of 30 children can attend the nursery at any one time. The nursery is open each weekday from 07:45 to 18:00 with the exception of Bank holidays.

There are currently 48 children on roll. Of these nine children receive funding for nursery education. Children attend from the local community. The nursery employs nine full-time and one part-time staff. The majority of staff have appropriate early years qualifications and one staff member is currently attending childcare training. The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's understanding and awareness of good hygiene is well promoted. Good hygiene is encouraged through daily routines such as hand washing before meals and after going to the toilet. Older children can communicate why it is important to wash their hands and say it so they 'don't get a poorly tummy'. Staff use effective procedures such as pictorial reminders, books and songs to help with their understanding. Procedures are in place that successfully reduce the risk of cross-infection. For example, effective processes are in place for ensuring the setting is clean and nappies are appropriately handled and disposed of. Children's well-being is supported through staff's sound knowledge and understanding of managing accidents. Most staff are trained in paediatric first aid and permission has been sought to obtain emergency medical treatment if required. As a result all children's first aid needs are effectively met.

Children are offered meals and snacks that are in line with their parent's wishes and their requirements. The setting employs a cook who is trained in food hygiene to ensure that there is reduced risk of food related illness. Nutrition is considered when menus are planned and a balanced range of home made meals are offered. Children's health is well promoted through plenty of outdoor play. Effective use of a suitable outdoor area provides opportunities to be active. For example, they ride trikes, play with hoops and benefit from some climbing and balancing. As a result they have fun whilst gaining in fitness and developing a range of physical skills such as balance and coordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to feel welcomed in the setting because the environment is warm, bright and friendly. Posters, displays and photographs, many at children's eye level, support their confidence and their craft work is displayed, which helps them to feel acknowledged. Staff greet parents and children warmly, helping children to settle. The security of the building and outdoor area is good. This ensures that children's welfare is safeguarded. Space is sufficient and organised to be effective. Children are organised to be with other children of a similar age and many make friends. Children benefit from safe and easy access to a broad range of activities. They are of good quality and suitable for the purpose. They are stored effectively so that children can make easy choices. For example, children delve into boxes and pull out drawers to find what they want to play with. Furniture is available that enables them to sleep peacefully. For example, babies rest in cots within a quietened room, where they are appropriately monitored for their continued safety.

Children's welfare is maintained as good attention is given to safety both indoors and outdoors. Detailed risk assessments are carried out and staff check rooms as they use them on a daily basis. Some practical steps have been taken to promote their safety, such as door strips to prevent finger trapping, socket covers and safety gates. Children are well cared for when they travel in a car. The setting ensures appropriate car seats are used, drivers are suitable and permission is obtained by parents. Regular fire evacuation practises and suitable fire safety precautions

effectively support children's safety. They are beginning to learn about taking responsibility for their own safety through learning about road safety when out and about safe play within the nursery. Children's welfare is safeguarded with regard to child protection. Staff understand their role within the setting and the child protection officer is confident in her understanding about what to do if there is a concern.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, settled and enjoy their time at the setting. They relate well to staff and form close bonds that support their emotional well-being in the setting; babies reach out to adults to receive comfort and cuddles. All ages of children enjoy appropriate opportunities to make choices in their play, supporting their developing independence. Some staff effectively use the 'Birth to three matters' framework to improve the learning opportunities for young children. However, some staff are not as confident about how to effectively use assessments and implement the planning. Therefore children's individual learning and development is not always effectively promoted. Regular discussions with parents ensure that young children benefit from and experience familiar home routines for eating and sleeping helping them to feel safe and secure.

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the Foundation Stage and therefore children make satisfactory progress. Planning links to the stepping stones and provides children with a range of experiences across the six areas of learning. A system for assessing children's abilities is in place. However, these are not consistently completed and staff are not confident in their understanding of how to use them effectively to plan for children's next steps. Therefore, children do not always receive enough challenge to extend their learning appropriately. Staff manage children's behaviour well and children respond positively. Children benefit from some useful methods used by staff to effectively promote their learning, such as questioning and role modelling. An adequate use of time and resources mean that children are able to feel secure within a simple routine. However, there is sometimes inflexibility within the routine and areas used, which results in children's learning not being as effectively supported.

Children are curious and confident. They like to ask questions of visitors and take an interest in what is happening. Most are enthusiastic to join in and learn, engaging themselves in the activities on offer. They have suitable independence skills and confidently manage their own personal needs, put their coat on and access their own resources. They have positive relationships with staff and each other and work co-operatively, for example, during a game. Some of the older children are confident communicators. They speak expressively during role play and when talking to staff; they are capable at making their views known. Some are able to recognise their name and older children can legibly write their first name, although opportunities are not effectively extended to challenge these skills during play. They enjoy listening to a story and also enjoy telling a story, understanding how books work and modelling staff when showing the pictures.

Most children can count to five and some, older children, can count beyond this. They recognise simple shapes and can point these out in pictures and photographs. Language that supports

early maths, such as bigger, smaller, under and over is used during planned and unplanned activities; songs and rhymes introduce simple addition and subtraction. Children move confidently indoors and outside, safely negotiating objects such as table, chairs and people. They enjoy waving ribbons to music and capably use small tools and malleable materials. However, physical play for the older and more capable children is not always as effectively planned for to offer sufficient challenge. Children have access to a range of craft materials and enjoy making some 3D objects such as paper maché heads. They enjoy singing and some enthusiastically join in with words and actions.

Musical instruments are regularly used and children enjoy listening to unusual sounds from around the world. Children use their imagination during role play, pretending to wash the pots and cook bacon. They investigate using their senses when they play with soil, lentils, shredded paper or when food tasting. They thoroughly enjoy, and can recap, the experience they had when learning about nature and how a caterpillar turns into a butterfly. They are beginning to learn about technology and enjoy using the computer; most children can capably use a computer mouse. They gain an early understanding of the passage of time through looking at baby photos and talking about when they were babies. They regularly walk out into the community and take photos of the area that they live in, giving them a sense of the community in which they live.

Helping children make a positive contribution

The provision is good.

Children's individual needs are given due consideration by staff who takes steps to ensure that all children are able to feel comforted and secure. For example, detailed information is gathered at the point of registration, which makes sure that staff have all relevant information about children regarding routines, likes, dislikes. Children who have a special need or learning difficulty are cared for appropriately. Staff take guidance from parents and, where required, external agencies to be sure that their needs are well met. Children are able to feel a sense of belonging. Their craft work is displayed on the walls and they can proudly point out which pictures and photos they have been involved with. Children learn about the wider world through a broad variety of toys, posters and activities that depict positive images of other people in the world.

Most of the time children behave very well. With support from staff they effectively learn about how to negotiate for popular items. Pre-school children are involved in developing some of the rules, which enables them to take some responsibility for their own behaviour and begin to understand the difference between right and wrong. Purposeful praise and some rewards boost children's self esteem and continue to promote positive behaviour. Children's social, moral, spiritual and cultural development is fostered. Children benefit from staff having good relationships with their parents. Parents receive some effective information about the setting within the nursery brochure. They have access to the nursery policies and procedures; regular verbal and some written information promote consistency of care for children.

The partnership with parents and carers of children who receive nursery education is satisfactory. They receive some detailed information about the provision of the nursery education within the brochure. A very useful and well organised 'how we learn' board also provides some valuable information. However, parents are not encouraged to share what they know about their child

as part of the assessment process, nor are they given information about how to support their child's learning at home.

Organisation

The organisation is good.

Children benefit from the nursery owners and manager being well qualified and experienced. They demonstrate a good understanding of the requirements for day care and are pro-active in keeping up-to-date with information. The staff group work well together as a team, to provide a professional and welcoming service for families. Good staff numbers enable them to spend time working closely with children, as individuals or in small groups, therefore helping to establish secure relationships. Good use of space within the rooms enable children to play happily, eat comfortably and sleep peacefully. Systems that are in place ensure that staff benefit from regular appraisals and continued personal development. This results in a positive impact on children's care as staff practice continually improves. All regulatory documentation is well organised and available, with policies and procedures being up-dated as required. The provision meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is satisfactory. The management team work closely together, which benefits children. They have a positive vision for the setting and work well with the Local Authority, who offer support and guidance with regard to improving the provision of the nursery education. There is some informal monitoring and evaluation of the nursery education by the nursery manager. However, this is not totally effective as gaps are not always identified, which results in children's potential not being maximised.

Improvements since the last inspection

At the last Children Act inspection the setting was given recommendations around: ensuring there is a system in place for registering children and staff attendance on a daily basis, including times of arrival and departure; ensuring every child is allocated to a member of staff within their key group who is his/her key person and is mainly responsible for his/her well being on a daily basis and ensures information about the child is exchanged with the parent; providing appropriate furniture for children to rest or sleep (1-3yrs); improving procedures for ensuring sleeping babies are frequently checked; further developing toys and resources that reflect equal opportunities. This has been well addressed and this positively impacts upon children's' care.

At the last nursery education inspection the setting was given key issues around: further developing the management systems in place to monitor the nursery education provision; the quality of teaching; and the strengths and weaknesses of the setting; reviewing staff deployment in planning, monitoring and evaluating focus activities; to ensure that children are sufficiently challenged in all areas of their learning. Develop the systems in place to incorporate children's assessment information in the short-term planning; developing the partnership with parents to provide increased opportunities for them to share what they know about their children and be more involved with supporting and extending their learning at home. Steps have been taken to address these, which benefits children's learning. However, not all have been effectively dealt with and as a result they are recommendations in this inspection.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop staffs understanding of how to effectively plan and implement activities that successfully promote children's development.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the planning and assessment to ensure that children's next steps are identified, that assessments are used to effectively inform planning and that planning includes appropriate challenges for all children
- take positive steps to ensure that information is shared with parents about children's progress and that they are aware of how they can help their children's learning at home
- consider how you monitor and evaluate staff's practice to ensure that they are planning and implementing activities effectively
- ensure the effective use of time and resources to make sure that children's learning potential is maximised.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk