



First Friends Day Nursery

Inspection report for early years provision

Unique Reference Number	254460
Inspection date	17 January 2007
Inspector	Susan Rogers
Setting Address	Pelsall Education Dev't Centre, Pelsall Lane, Rushall, Walsall, West Midlands, WS4 1NG
Telephone number	01922 691902
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Registered person	Manor Farm C.A.
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 good.

WHAT SORT OF SETTING IS IT?

First Friends Day Nursery and Out of School Care has been registered since 2002. They operate from two separate buildings on the site of the Education and Development Centre in Rushall, Walsall. The settings serve Walsall and surrounding areas.

There are currently 38 children on roll in the nursery. This includes two funded three-year-olds and two funded four-year-olds. There are 30 children on roll in the out of school care. Children attend for a variety of sessions. The setting supports children for whom English is an additional language.

The nursery opens five days a week all year round. Sessions are from 08:00 until 18:00. The out of school club opens five days a week term time only. Sessions are from 08:00 until 09:00 and 15:15 until 18:00.

The nursery employs 10 members of staff. All of the staff hold an appropriate early years qualification. The out-of-school setting employs three members of staff, two staff hold an appropriate early years qualification and one is working towards qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Most of the routines are effective in protecting children against illness and infection. For example, in the day nursery children proficiently wash their hands before their meals. However, in the out-of-school setting children's welfare is compromised as they do not wash their hands prior to preparing or eating their snack. Children in the nursery eat their meals and snacks in a positive social setting sitting in family groups with their carers. However, children in the out-of-school setting have their welfare compromised due to lack of suitable organisation at snack times since they carry their sandwiches about the setting which results in some of these being dropped on the floor.

Children's health is protected through the effective policies, procedures and records which are well maintained and meet requirements. For example, all accidents and medication administered are recorded and parents are informed of any changes in their child's health. Children's welfare is protected as both the out-of-school and nursery settings have accurate up-to-date information on children's health needs.

Children are given frequent opportunities to develop their physical skills outdoors. For example, there is a good range of outdoor toys for children to practise their physical skills. These include slides, steps, tunnels and wheeled toys. Children successfully develop their finer skills through cutting, drawing, stacking counters and as they manipulate shaving foam.

Children are becoming increasingly aware of the benefits of different foods. Staff promote healthy eating through explanations and providing food that benefits their health, that includes raw vegetables and fresh fruit. For example, children who attend the out-of-school setting make their own sandwiches from cheese and cucumber. Children have sufficient to drink since they easily access sugar free squash and water. Younger children and babies always have sufficient to drink as staff monitor this and ensure frequent drinks are offered.

Children are well-protected in extremes of weather as they wear protective coats and hats whilst they play outdoors with additional coats being provided for children where needed. Children are protected in the hot weather since the rooms are adequately ventilated. They play in the shade, wear hats and have sun protection cream applied. Therefore children's learning is promoted as they frequently access the outdoor area throughout the year, providing stimulation and wider play experiences.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a positive sense of belonging as a result of the attractively decorated environment with displays of their artwork and photographs of their activities. Children's physical health is promoted as they easily access the outdoor area in the nursery setting and the children that attend the out-of-school setting frequently enjoy physical exercise in the large school hall. Their development is well promoted through a wide range of available toys and activities. For example, in the out-of-school setting children enjoy a relaxing environment as they sit in comfort on easy chairs. In the baby room there is a good range of activities that are situated at the children's level and there is a range of tables and chairs that are suited to their stages of development.

Children play safely as a result of thorough risk assessments and staff awareness of the possible risks to children's safety. They enjoy additional protection as staff have taken positive steps to ensure the setting is safe. Therefore children's development is protected as they are able to play, sleep and eat in safe and secure premises. Their safety is well protected whilst they play outdoors as the area has rubber coated flooring and all of the outdoor equipment is secure. Children are learning to be responsible for their own safety since staff offer explanations to children making clear which aspects of their behaviour promote their safety.

Children are well protected if there are any concerns regarding their care as staff have attended child protection training, have informed parents of their obligations and are aware of what would concern them regarding a child's care.

Helping children achieve well and enjoy what they do

The provision is good.

Children's welfare is protected as staff provide children with cuddles and emotional security. For example, children readily go to different members of staff and enjoy hugs and reassurance. Children engage in a balanced and stimulating variety of activities that help them progress in all areas of development. For example, both babies and pre-school children enjoy regular play sessions outdoors and staff encourage children to make effective choices in their play.

Children are well-supported whilst they play due to a generous staffing ratio and the effective appreciation of their different needs and abilities. Their communication skills are actively encouraged as a result of frequent conversations between staff and children. This helps children understand how to articulate words effectively and helps them appreciate the benefits of effective communication.

Children's development is encouraged as they are well supported by staff who make suitable suggestions regarding their play but ensure they do not encroach on their need to explore and develop individual skills. For example, children in the baby room thoroughly enjoy new experiences and sensations provided through wet cornflour play. Children attending the out-of-school setting experience a variety of play experiences and enjoy creating textured pictures with glue, paint, glitter and bird seed. Children have developed effective friendships with each other recognising their play is enhanced when they include others. Children thoroughly

relax at the out-of-school setting and participate in a variety of stimulating play opportunities. For example, they enjoy video games, craft sticking, gluing, construction and creative play.

Nursery education.

The quality of teaching and learning is good.

Staff have a good understanding of the Foundation Stage through their commitment to training and are competent in its implementation. Children develop well as staff are skilled in delivering several areas of learning during each activity. Staff appreciate which aspects of the curriculum stimulate children's learning, consequently, they utilise these opportunities to introduce valuable teaching opportunities. Staff are skilled in their understanding of the assessment process and therefore monitor children's involvement in different activities. The assessments are thorough, give a descriptive account of children's achievements and are used to contribute towards future planning. Planning is straightforward, follows the early learning goals and is modified to meet each of the children's needs. Children's development is actively encouraged as staff have a good understanding of children's different starting points when they commence attending the setting. Children mostly develop well as many of the challenges encourage their development, however, staff hinder children's development by being over helpful at snack and meal times.

Children are aware of changes in their bodies following outdoor play, recognising that some parts of the body are warm and some are cold. They have developed confident physical skills. For example, they jump with both feet and are mindful of each other when they are moving around the outdoor area. They can remember the words, tune and movements to a song. They sing together on their own and together as a group. They successfully develop their own creative images using a variety of mediums that include paints, crayons and clay and create three-dimensional images using a variety of construction equipment.

Children are skilled at using a variety of tools to develop their learning, for example, they competently use paint brushes, scissors and crayons. They use smaller containers to scoop the sand into larger containers and gently pour soft sand into a water wheel. They climb steps on outdoor climbing equipment, slide down slides and balance successfully on long platforms.

Children confidently experience different textures and sensations. For example, their development is thoroughly stimulated through an activity that involved exploring shaving foam. They enjoyed discovering new sensations that resulted from spreading the foam over a wide area. They experiment with their knowledge of written text by correctly writing their names and recognising different letters in the foam. Three and four-year-old children recognise different numerals and letters and children recognise their own names. They sit well whilst listening to a story, taking an active interest in the content of the story and making suggestions regarding how the story should end. Therefore children are using their language skills to create imaginary scenarios. They recognise that there is a purpose to written text and use their effective language skills to develop positive relationships with other children. They are confident communicators describing what happens in stories and aspects of their home life. However, children do not handle books confidently as they are unable to access sufficient reading material of an appropriate quality.

Children sit well together as a group and are considerate of each other's needs. However, staff are over helpful and hinder the more able children's capacity for fuller independence. Children are managing their own behaviour well, as clear boundaries are consistently provided. For example, staff take the time to explain to children what is appropriate behaviour. Children are proud of their achievements and eagerly show adults what they have accomplished.

Children are aware of size and shape and are beginning to use mathematical language to explain position and size. They use mathematical knowledge to count how many cups and plates are needed and contribute towards discussions regarding quantities. They recognise individual shapes and regular patterns through matching games. Children explain different events that occur in their lives and ask well chosen questions regarding the purpose of objects and how things work. They recognise various animals and are aware of their different lifestyles.

Helping children make a positive contribution

The provision is good.

Children generally behave well. Children in the out-of-school setting are guided regarding appropriate behaviour and explanations are offered that are understood and help shape their future behaviour. Children's positive behaviour is promoted as staff understand their different aptitudes and personalities and devise explanations and care that meet their individual needs. They behave well as they are consistently involved in meaningful activities that encourage positive behaviour. Children's positive self-esteem is promoted as they enjoy consistent praise throughout their play activities. They are considerate of each other's needs by comforting each other if they hurt themselves and picking up items that other children have dropped. Children's social, moral, spiritual and cultural development is fostered. They express awe and wonder during story time at the concept of a snowman coming alive and befriending a boy. Children demonstrate concern for their peers by helping others

Children's continuity of care is encouraged and parents are well informed of their child's activities as younger children have daily diaries completed. Parents are well informed of their child's daily activities through well displayed photographs that illustrate activities in the setting and regular conversations with staff regarding their child's progress further promoting their continuity of care. Children's welfare is promoted as parents are encouraged to contribute to suggestions regarding their child's care and by attending regular consultation sessions.

Children settle well as their parents are encouraged to stay with their child whilst they are settling. Their continuity of care is protected as details of their individual needs are closely discussed with their key worker to ensure minimal disruption. Children are becoming increasingly aware of the needs of others as they celebrate a wide variety of different festivals and play with a great assortment of equipment and toys that give positive representation of minority groups. They take responsibility for their play environment by clearing away their toys at the end of the session.

Children with learning disabilities and/or difficulties have appropriate care as staff have undertaken appropriate training, have a good understanding of legislation and are able to liaise effectively with other agencies to fully benefit children's development.

The partnership with parents and carers is good. Parents are encouraged to be involved in their child's education as they are provided with good quality information about the setting. They are well-informed of their children's achievements through the individual assessments which are widely illustrated with photographs of their child's different activities and achievements. Regular parent consultation sessions keep parents well informed about their children's progress. The effective settling-in arrangements ensure that staff are well advised of children's starting points when they enter the setting. This information contributes to children's assessments and planning. Children are encouraged to continue with their learning in the home as an active exchange of their preferred activities in both the home and nursery environment is encouraged.

Organisation

The organisation is good.

Children are well protected as all staff are vetted and good procedures are in place to supervise new staff or students. Children's welfare is promoted as they are cared for by well-qualified staff. The out-of-school service is well organised as children's safety is maintained while staff collect them from their classrooms and transfer them to the out-of-school setting. Children's learning is promoted since many of the activities are pre-prepared prior to the children's arrival and all of the activities are well-organised. This ensures children's play is well supported as staff spend most of their time having direct contact with children.

Children are able to make considered choices regarding their play provision as their opinions are actively sought through discussions and a suggestion box. They enjoy a positive sense of security through the effective adult support and familiar daily routines. Their development is promoted as staff are well-supported by an effective management system that encourages their training and personal development. Children's learning is encouraged as the team work together efficiently, yet offer strong individual skills and recognise children's individual potential.

Leadership and management is good. Effective organisation provides time for staff to complete assessments and plan for children's further development. Regular evaluation of the provision through discussion ensures that staff are meeting children's needs. This results in good opportunities for children's progress. Time and resources are appropriately organised which means that children consistently participate in meaningful activities as staff have sufficient time to support their learning. Staff are skilled in exploiting spontaneous learning opportunities which furthers children's learning. Children learn quickly as a result of the efficient methods of delegation since all staff utilise their individual skills and are confident in their interaction with the children. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was required to develop a system in the out-of-school club where every child is allocated to a key group with consistent staff and improve the complaints policy to ensure it includes the contact details of the regulator. Children are now protected as the out-of-school setting provides a key worker system for the children and the complaints policy includes the contact details of the regulator.

Complaints since the last inspection

Since the last inspection there have been two complaints made to Ofsted that required the provider to take action to meet the National Standards. The complaints related to National Standard 2: Organisation and National Standard 14: Documentation. Ofsted investigated by an unannounced visit and found that staff: child ratios were not maintained at all times, thus failing to meet the requirements of National Standards. Ofsted agreed an action requiring the provider to develop and implement an action plan detailing how staffing ratios would be met at all times. Ofsted reviewed policies and procedures, interviewed staff and made observations. As a result of the enquiries made and evidence gathered, Ofsted was satisfied appropriate policies and procedures were in place and were being followed with regard to Organisation. However an action was set in relation to National Standard 14, to update policies and procedures in line with the revisions to the National Standards of October 2005. The provider has since met this action. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents that they can see on request. The complaints record may complain 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):

- promote the good health of children by reviewing the hygiene routines and the organisation of children's snack time in the out-of-school club

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):

- make sure that children have greater opportunities to access a wider variety of well-maintained reading material
- provide opportunities for children to achieve further personal independence.

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