



My First Friends Ltd Day Nursery & Pre School

Inspection report for early years provision

Unique Reference Number	EY294057
Inspection date	27 October 2005
Inspector	Rebecca Hadley
Setting Address	Ashbrook Drive, Rubery, Rednal, Birmingham, West Midlands, B45 9FP
Telephone number	0121 453 6206
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Registered person	My First Friends 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 outstanding. 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?

My First Friends Nursery was registered under new management in 2005. It operates from three large areas in a purpose-built building in Rubery, Birmingham. The nursery serves the local area.

There are currently 109 children from birth to 5 years on roll. This includes 20 funded 3 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The nursery opens 5 days a week all year round. Sessions are from 07.30 until 18.00.

There are 32 staff who work with the children. Of these, 21 staff have early years qualifications to National Vocational Qualification Level 2 or 3. There are 8 members of staff currently working towards a recognised early years qualification. The nursery receives input from a support teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's understanding and awareness of good health and hygiene is extremely well promoted as staff take positive steps to explain the importance of hand washing. They provide encouragement and support as children use good quality hand washing facilities before meals, after playing outside and at frequent intervals during the day.

Children are developing an excellent awareness of a healthy lifestyle as they take part in good physical activities, and make independent choices from healthy snacks and drinks. Lunchtimes are sociable occasions with children and adults enjoying a shared meal. Healthy eating is encouraged because at mealtimes staff and children discuss nutrition and what foods are good for you.

There is a very good system of cleaning throughout the day to ensure children are not placed at risk of cross infection. This is also explained to children in clear and simple terms, for example why its important to wash hands to prevent the spread of germs. All staff have, or are working towards, a valid first aid certificate and children receive very good care and attention if they have an accident. Sick children are made comfortable, the setting's excellent procedures include contacting parents, collecting children and excluding ill or infectious children.

Children are greeted warmly. Their work is beautifully displayed and every piece of work is accompanied by a photo of the child at work. Children's records are well maintained and are regularly reviewed and updated. Children's individual needs, particular allergies, dietary and cultural needs are well respected and appropriate action is taken. Parents' wishes are respected.

Effective use of the outside area promotes and provides high quality extended play opportunities. The ground is painted with a range of patterns and games, there is a sensory area and ball pool available to all children including babies. Children have very good arrangements for rest, relaxation and sleep, and sleepy children are cuddled if they want and soft music is played to create a soothing environment.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are safe as a result of the adults' excellent awareness of health and safety

and the wide range of supporting policies and procedures. All reasonable steps are taken to reduce the risk of accident and injury in this warm and very welcoming setting. Very effective fire evacuation procedures are practiced regularly and are known to parents. There are excellent procedures for the safe arrival and collection of children. Parents provide details of people who can collect children. The security of children is taken extremely seriously and there are very good procedures in place to protect them from unknown people. Children learn about safety within planned and unplanned play and learning activities. Safety issues are discussed with and understood by the older children.

Children are very well cared for and protected from injury because a high priority is given to the condition and safety of equipment, procedures for fire safety and the security of the premises.

The setting's clear and effective child protection policy and procedures protect the welfare of the children. They are in line with current guidance, are understood by all staff and form part of the settings induction programme. All staff have completed all the appropriate vetting checks and are suitable to work with children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The staff's excellent knowledge of child development benefits the children. They take time to find out what interests each child and what he or she knows and can do and build on this information to plan and provide a variety of activities and opportunities to help the child progress in all areas of learning. Staff develop a profile of each child before they start at the nursery in full discussion with parents. They make base line observations and talk to the children and parents about their likes and interests. The settling in procedure is excellent. It is aimed at the child's pace which helps children to settle well, separate from their parents and develop caring relationships with others. The curriculum offered covers all areas of learning in a superb way. Wonderful use of observations and assessments of children help plan the next steps for play and learning and provide for their individual needs. Outcomes from activities, what children can do, their interest, enthusiasm, and the views of parents are all taken into account when planning activities.

Children also learn by participating in many day-to-day domestic routines and activities as well as from particular activities and resources provided to ensure they benefit from a wide and varied range of experiences. such as developing independence and decision making. For example they help to clear tables for lunch, tidy away toys and activities. Good behaviour and respect for others is encouraged and valued.

There is a wonderfully equipped sensory area which has sponges, cones, stainless steel, scarves, nets, wicker, feather boas soft lights, music and cushions. This is a fantastic area where children can explore a range of senses and textures.

Children are encouraged to make the most of their experiences by the staff's careful consideration of what the child might be able to learn from them and what they will

say and do to guide their learning. All children receive excellent support and encouragement. They are heaped with praise for good behaviour and work. Children obviously love their time at the setting, they are eager to attend and relish their time in the vibrant and safe setting which puts them first. Staff show obvious enjoyment at working and being with the children and they celebrate children's achievements.

Nursery Education.

The teaching and learning is good. There are some inspiring and challenging aspects for all groups of children. It is rooted in sound knowledge of the Foundation Stage, is varied, interesting and shows a good understanding of how young children learn and progress. Children's interest, involvement, self-esteem and learning is promoted by the adults' consistent and positive interactions. Children are encouraged to explore their ideas and use their own initiative. For example one child decided to make a car using materials available. This was encouraged by staff who were available to support him, responding to his queries by encouraging and challenging his own thinking. Assessment is well considered and the information gained is used very effectively to guide planning. Staff as a team share information regarding specific children's progress to ensure children's individual progress is carefully monitored.

All children are making good progress in all areas of learning toward the stepping stones and early learning goals. They are making very good progress in their personal, emotional and social development. They show enthusiasm and excitement for the activities provided. They are sufficiently challenged and obviously enjoy them. Language and mathematical thinking is promoted through songs, rhymes, counting everyday objects, introducing simple addition and subtraction, reading and story books. Children are encouraged to develop their number thinking, and counting is incorporated into all sorts of activities but this is not consistently applied and some good opportunities to develop this further were not taken by staff. Within all the activities and experiences provided by staff, children gain and use a whole remit of skills and challenges to aid their learning. They show good levels of independence, curiosity, imagination and concentration and use all their senses to actively explore a stimulating range of new experiences. The children begin to make marks and representations through these creative means. Older children attempt to write their names and complete recognisable letters and others trace pictures and patterns to develop emergent writing skills. Children use their imagination in art & design, music, dance, role-play & stories. Their access to good resources helps inspire their imagination. However imaginative play is timetabled and so children do not all have the opportunity to play with the resources when they chose to.

All children are happy, enjoy coming to the setting and have a positive attitude to learning. They are developing very good attitudes and behaviour as they learn the differences between right and wrong. They understand the shared rules, values and codes of behaviour and this is apparent as they work together and help each other complete puzzles.

Children gain a well-developed respect for others and their beliefs, cultures and traditions. Through well planned and very knowledgeable displays, activities and stories the children learn about the diversity in their community and the world around them. Planned activities, visitors, visits and celebrations of different festivals help

develop children's knowledge and understanding of the world around them. They learn about change as they watch jelly dissolve in hot water, and plant and grow flowers in the garden. They can name a wide number of animals and insects including lion, zebra and ladybird. They can name parts of plants and recognise a large range of fruit and vegetables. Children are learning to speak French and take part in specific lessons each week.

Overall, children make good or better progress in their learning and achieve well given their capability and starting points.

Helping children make a positive contribution

The provision is outstanding.

The setting has an excellent, clear equal opportunities policy that addresses discrimination, resources, inclusion, and positive strategies to address inequality in some depth. Children attending the setting reflect the diversity of their community. All children receive sensitive care and are valued as individuals. They are happily settled within the setting in the care of warm and trusted adults. Children's spiritual, moral, social and cultural development is fostered. There are excellent resources to promote equality and diversity throughout the setting and menus are changed regularly to reflect celebrations and cultural festivals.

Children's individual needs are identified and met very well; several children attend with specific needs and receive good additional support and services. The setting works collaboratively with parents and, where necessary, other agencies to support individual children. Training needs are identified and all staff are given opportunities to increase their knowledge and understanding of inclusive practice, disability and special educational needs.

The setting has a comprehensive behaviour management policy. Children are able to share the toys and enjoy playing together. Behaviour is very good and 'rules' are clear. The children are praised when they try to help each other.

Partnerships with parents of funded children is outstanding. This helps to promote the learning and welfare of the children. Regular discussions take place with parents to exchange information, discuss concerns and to highlight their child's progress. Good information is provided to parents about the stepping stones, early learning goals and Foundation Stage.

Parents are informed about how they may complain about any aspect of the service. The parents know how to contact Ofsted. The setting has implemented a good complaints log book in line with the revised National Standards.

Organisation

The organisation is outstanding.

The registered provider demonstrates an excellent knowledge and understanding of the need to inform Ofsted of any significant changes. The registered provider takes

positive steps to ensure that persons who have contact with the children are suitable. All staff have satisfactory Criminal Record Bureau clearance and appropriate records of their employment are maintained.

Staff are well qualified. Most are qualified to level National Vocational Qualification Level 2 and they are encouraged to regularly attend local short courses to ensure they are up to date with new ideas and information. This ensures that children receive very good care and attention together with good adult:child ratios. All staff have or are working towards a valid first aid certificate. This ensures that children receive appropriate attention if they have an accident.

The attendance record is accurately maintained and is completed upon the child's arrival and departure. The children's arrival and departure times are recorded. There are very well thought out and maintained accident and incident records. A sample of children's records was seen. They are very well kept and include all relevant details.

The leadership and management for nursery education is outstanding. There are clear monitoring systems in place to identify the key strengths and weaknesses of the setting. Recommended areas for improvement identified in the quality of teaching and learning had already been identified within the setting and steps to remedy this are already in hand. Staff are well managed and there are good systems in place to provide clear direction, support and leadership. For example regular staff meetings take place, staff appraisals and induction are effective, there is a clear system to monitor the effectiveness of the curriculum and children's progress and welfare. Staff morale and motivation are given a high priority. There are excellent policies and procedures which supports the work of the setting. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

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. There have been no complaints made to Ofsted since registration.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

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):

- extend activities which help children develop their concepts of numbers by asking probing questions which challenge their thinking
- extend opportunities for children to initiate their own play and ideas, access role play and free painting activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk