

First Friends Day Nursery

Inspection report for early years provision

Unique reference number	254460
Inspection date	03/02/2010
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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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

First Friends Day Nursery has been registered since 2002. It operates from a single storey building on the site of Rushall Junior School and the Education and Development Centre in Rushall, Walsall. There is a fully enclosed play area available for outdoor play. The nursery opens each weekday for 51 weeks of the year and sessions are from 08.00am to 6.00pm. The setting serves Walsall and surrounding areas.

A maximum of 30 children may attend the nursery at any one time. There are currently 52 children aged from birth to under five years on roll who attend on a full or part-time basis. The nursery is registered on the Early Years Register. Children attend for a variety of sessions. The setting supports children for whom English is an additional language and who have disabilities/learning disabilities.

The nursery employs nine members of staff. All of the staff hold an appropriate Level 3 Early Years Qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and stimulating environment where they access a range of imaginatively planned activities which supports their welfare, learning and development. The effective partnership with parents ensures they are kept informed of their child's care and learning promoting children's continuity of care. Children make good progress as staff record their observations which contributes towards their individual assessment profiles that are used to identify children's next steps in their learning. An assessment of the setting's strengths and weakness and plans for the future is currently at an informal stage and has not progressed into detailed monitoring for the further development of the setting.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- encourage further independence for more able children as they select and use activities and resources
- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

The effectiveness of leadership and management of the early years provision

Staff demonstrate full and thorough knowledge in respect of protecting children in their care. Parents are informed of staff responsibilities through policies and the

comprehensive induction process. Staff are fully aware of the signs and symptoms of abuse and are able to confidently refer children if necessary. Effective recruiting and vetting procedures have been implemented which ensures children's safety and welfare. Risk assessments are documented and reviewed on an annual basis promoting children's safety. Children's play activities are carefully monitored by vigilant staff which further promotes their safety as children are reminded to play safely and consider the needs of others whilst they play. All necessary documentation that includes accident and medication recording, documents children's individual needs so that these can be adhered to whilst providing both care and education. This results in children's welfare being fully protected.

The leadership structure is firmly committed to the further development of the nursery and endeavours to obtain greater opportunities for children's learning through applying for further funding to develop the outdoor area. The management also has a thorough understanding of the service that is being provided and ensures that children and families are supported. The identification, however, of key areas for improvement through a formalised evaluation of the setting's strengths and weaknesses has not yet been developed. Effective transitions are supported as staff liaise closely with a wide variety of feeder schools providing an effective exchange of information through children's assessment folders and reciprocal visits. Partnership with parents is effectively facilitated as parents and staff chat about their child's development as they drop off or collect their child from nursery and as parents access their child's assessment folders and daily diary. Staff become familiar with all relevant information regarding children's individual needs through the settling in sessions. The commitment in meeting children's individual needs is carried through as staff build close bonds with their key children. Most areas from the previous inspection have been addressed and an informal process of evaluating what works and what needs improving in the setting has commenced. However, at mealtimes some of the more able children are not fully supported as they work towards fuller independence.

Children who need additional support have responded well to the sensitive, caring and knowledgeable approach provided by practitioners. Proactive methods are used to identify any additional help needed for individual children, therefore the staff are skilled in establishing working partnerships with other agencies who provide special support. Children are well supported in their positive behaviour as they are praised, encouraged, urged to share and consider others as they play and explore their environment. Effective planning includes the celebration of a variety of festivals and explanations encourage children to be aware of the needs of other cultures and diversity in society.

The quality and standards of the early years provision and outcomes for children

There is a strong emphasis on ensuring all children are valued and included within the setting. The effective storage of all equipment and resources mean that children have easy access to a wide variety of play opportunities that allows them to instigate their preferred play opportunities. Children enjoy creative play opportunities as they access dressing up materials and a range of play hats. They

develop imaginary scenarios as they talk to each other and describe what they are doing whilst they play, resulting in a development of their linguistic skills. They enjoy exciting group reading opportunities as they sit together, develop their listening skills and learn songs matching movements to the music. Children play together well with some children having developed firm friendships and recognising their play is enhanced when they include others. They are learning to consider each other whilst they play and learn how to share. They practice mark making by using a variety of writing materials in the creative play area and enjoy making marks in a variety of malleable materials. They explore aspects of the outside world as they take magnifying glasses outdoors to search for insects and other interesting objects and take great interest in the variety of cars and mechanical equipment that use the driveway alongside their play area. Children confidently use magnets as they play outdoors which encourages them to learn about cause and effect as they experiment and learn which materials respond to magnets. They learn to express what they think and feel as they make pictures from dried herbs and explore different smells as they enjoy a fruit matching game.

Children explore the properties of snow as they make a snowman, snow angels and collect huge ice cubes and snow watching these melt in the warmth of the nursery. Numeracy skills are actively encouraged as children count each other as they leave the nursery to play outdoors, and more able children know their age and are able to add to and subtract from this. They are learning about shape and size through using mathematical language, describing shapes that include circles and squares. Their knowledge of positional language helps them to solve problems whilst they play. Staff have an effective understanding of the Early Years Foundation Stage and use their observations and assessments to record children's progress which they plot against individual areas of learning. Children's individual assessment folders are made more interesting and poignant as there is a wealth of annotated photographs that demonstrate both children's activities and their achievements. Staff are using the assessments to plan for individual children's progress further developing aspects of both spontaneous and planned activities so that they can further challenge and extend children's learning.

The rooms are organised so that spacious areas are provided where children move freely and enjoy child led-play. Hygienic routines are thorough and well established where children learn about the importance of hand washing before meals and staff wear aprons and gloves for nappy changing. Meals are positive social occasions with staff sitting and chatting together with their key groups whilst they eat. Younger children are well supported being either fed by staff or encouraged in their independence. However, more able children are insufficiently challenged at mealtimes. Outdoor play is a regular aspect of the daily routine as children are able to enjoy more exerting activities as they climb a climbing frame, pedal wheeled toys up a ramp and then down again and explore the sensory garden. Behaviour within the nursery is very good as children understand and know what is expected and treat each other and staff with respect. Staff manage behaviour in a calm quiet manner and provide positive role models. The skills that are encouraged as children progress through the setting contribute towards their preparation for economic well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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