



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 206106

DfES Number: 537687

INSPECTION DETAILS

Inspection Date 18/03/2005
Inspector Name Cheryl Wilson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name First Friends PDN
Setting Address 141 Chaddesden Park Road
Chaddesden
Derby
Derbyshire
DE21 6HP

REGISTERED PROVIDER DETAILS

Name First Friends PDN Ltd

ORGANISATION DETAILS

Name First Friends PDN Ltd
Address 141 Chaddesden Park Road
Derby
Derbyshire
DE21 6HP

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

First Friends PDN (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, except on Bank holidays.

There are currently 64 children on roll. Of these 11 children receive funding for nursery education. Children attend from the local community. The nursery supports children with special needs.

The nursery employs 8 full-time and 5 part-time staff. The majority of staff have appropriate early years qualifications and 3 staff members are currently attending childcare training. The nursery receives support from the Early Years Development and Childcare Partnership.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

First Friends PDN provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Children make very good progress in several areas of their learning.

The quality of teaching is generally good. Staff manage children very well and foster good relationships with them. Children take pride in their achievements and thrive on the praise, stickers and responsibility given to them in response to their good behaviour and work. Staff have very good knowledge of the early learning goals and plan a broad range of stimulating activities. However, staff are not deployed effectively to ensure all children are achieving their full potential. They conduct regular observations of children and use these to assess each child's learning against the stepping stones. However, assessments are not systematically used to inform future planning. As a result some more able children are not sufficiently challenged. The systems in place ensure children with special needs are fully supported. Staff make good use of the community to extend children's physical skills, as well as their knowledge and understanding of the world.

Leadership and management is generally good. Managers are effective in fostering a committed team approach, and ensure staff are clear on their roles and responsibilities. Managers effectively conduct appraisals to identify staff's needs and arrange training to support their professional development. Staff work particularly well with a mentor teacher to make improvements to the curriculum. Systems are not yet in place to effectively monitor the quality of teaching, or the strengths and weaknesses of the nursery education provision.

The partnership with parents is generally good. Parents receive good quality information about the nursery and their children's progress towards the early learning goals. However, they are not given sufficient information on supporting children's learning at home.

What is being done well?

- Staff have very good knowledge of the early learning goals. They plan an interesting range of activities and experiences to promote children's enthusiasm for learning. Staff are skilled in asking open-ended questions to develop children's language skills and curious nature.
- Excellent systems are in place to nurture children's personal self-help skills. Children manage their own snack-time and eagerly clear-up after meals. They collect, put on and attempt to fasten their own coats. They confidently make choices of what to play with and collect their own craft materials to express their creativity.
- Children make very good progress in their personal, social and emotional

development; as a foundation for other learning. They are confident, happy and active in nursery. They enjoy adult company and form very good relationships with staff and their peers. Children demonstrate good behaviour through all aspects of the nursery routine; and in both self-initiated and group activities.

- Staff plan a good range of mathematical experiences, and as a result children make very good progress in this area. They understand and use appropriate vocabulary such as big, small, more, less, most, add and take-away. They regularly solve simple mathematical and calculation problems. Children confidently count to ten and beyond; and recognise the corresponding numerals.
- Staff make very good use of the community to extend children's learning about the local and wider world. Children show delight at visiting local woodland, a farm, a zoo and a chocolate factory. They eagerly explore traditional costumes and artefacts from a variety of cultures and demonstrate positive attitudes towards their own and others beliefs.

What needs to be improved?

- the management systems in place to monitor the nursery education provision; the quality of teaching; and the strengths and weaknesses of the setting
- use of staff's time in planning, implementing and assessing children's learning through the focus activities to ensure all children are sufficiently challenged; and that assessments are used to inform future planning for all children
- the partnership with parents so they have increased opportunities to share what they know about their children and be more involved with supporting and extending their learning at home.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are settled and relaxed in nursery. Excellent systems are in place to allow children to be independent. As a result, children confidently put on and fasten their own coats, manage the meal routines and choose where to play. Children are interested, enthusiastic and keen to learn. They enjoy adult company and form close friendships with their peers. They play co-operatively together and demonstrate very good behaviour. Children show a great deal of curiosity and ask lots of questions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have good listening skills and communicate well with each other in their play. Children enjoy stories and know how books work. They make simple predictions of what might happen next in a story. They understand and use book language such as author and illustrator. They enjoy writing and confidently make shopping lists in their role-play. However, more able children are not sufficiently extended to hear the sounds letters make to support their emerging writing and reading skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recognise and count numbers to ten. More able children go beyond this. Children understand and use mathematical language such as more, less, add and take-away. They confidently say which months on the calendar have the most birthdays. Children solve simple mathematical problems and make comparisons, for example, to find out how many more children prefer the colour pink to red on a graph. Children are aware of size, shape and space. They are able to measure and compare quantities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use all of their senses to explore the world around them. They describe the changing weather and how it makes them feel. They talk about their local community and express their favourite places to visit. Children enjoy learning about festivals and traditions from all cultures. As a result, they express positive attitudes towards their own and other's beliefs. Children use technology and computers well to support their learning. They design and make pictures with a purpose in mind.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children use climbing equipment safely and with control. They negotiate the limited space well when scrambling through holes or steering bikes and scooters around the playground. They demonstrate a good awareness of others and manage to avoid obstacles in all situations. However, children are not sufficiently supported in their knowledge of the impact that exercise and healthy eating have on their bodies. Children carefully handle and control tools such as pencils, brushes and scissors.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are given a good range of materials to freely explore colour, texture, shape and space in their art work. Children demonstrate good imagination in their role-play and work as part of a group in the supermarket. Children are beginning to build a repertoire of favourite songs, which they sing with obvious enjoyment and enthusiasm. They confidently experiment with a range of instruments to make a variety of different sounds in response to instructions such as fast, slow, loud and quiet.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- further develop the management systems in place to monitor the nursery education provision; the quality of teaching; and the strengths and weaknesses of the setting
- review 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
- develop 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.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.