



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254460

DfES Number: 583086

INSPECTION DETAILS

Inspection Date	08/06/2004
Inspector Name	Sally Ann Smith

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	First Friends Day Nursery
Setting Address	Pelsall Education Dev't Centre Pelsall Lane, Rushall Walsall West Midlands

REGISTERED PROVIDER DETAILS

Name	The Committee of Manor Farm C.A.
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ORGANISATION DETAILS

Name	Manor Farm C.A.
Address	King George Crescent Rushall Walsall West Midlands WS4 1EG

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 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 Pelsall, Walsall. The settings serve Walsall and surrounding areas.

There are currently 51 children on roll in the nursery. This includes 8 funded 3-year-olds. There are 30 children on roll in the out of school care. Children attend for a variety of sessions. The settings support children with special needs and 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.

Nine staff work in the nursery and three staff in the out of school club. 80% of staff have a qualification or are working towards a recognised qualification to NVQ level 3. The nursery receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

First Friends Day Nursery and Out Of School Club provide satisfactory care for children. Both environments are welcoming where children are settled and happy. Staff are friendly and approachable and rooms and resources are used effectively to meet the needs of the children. Nursery staff have a very good understanding of the National Standards and have implemented effective policies and procedures for the smooth running of the setting. However, the out of school club does not have a policy for lost children.

Positive steps are taken to identify hazards and minimise risks to children. The good health of the children is well promoted and appropriate hygiene routines are in place to prevent the spread of infection. Staff conduct regular risk assessments and have

completed first aid training. Safety issues are discussed with the older children in the out of school club and written procedures are in place although their policies for emergency medical treatment, complaints and child protection lack detail.

Children have access to a wide range of appropriate toys and resources which enable them to make progress in all areas of their development. Interaction between the staff and children is good and positive relationships are established. Staff know the children well although a key worker system has not been implemented in the out of school club. Children are effectively managed and they relate well to each other. Older children understand the consequences of unacceptable behaviour on others.

Staff have good partnerships with parents who are kept well informed about the provision and their child's progress. Children are cared for in accordance with parent's wishes and their individual needs are met.

What has improved since the last inspection?

Not applicable

What is being done well?

- Nursery staff have a good knowledge of the National Standards and supporting criteria. They understand and implement policies and procedures that have a positive impact on the children.
- Staff plan a variety of activities to promote children's development. Children have good opportunities to explore, investigate and make decisions about their play.
- Staff manage the children effectively and are involved with them taking an interest in what they say and do. They recognise children as individuals and take their different needs into account.
- Positive partnerships are established with parents and staff share information about children's progress on a regular basis.

What needs to be improved?

- the grouping of children in the out of school club
- the out of school's procedures for lost children, emergency medical treatment, child protection and complaints.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
6	Ensure that the out of school club have procedures in place for lost children.	01/09/2004
7	Ensure that the out of school club obtain written parental permission to seek any emergency medical treatment.	01/09/2004
13	Ensure that the out of school staff are familiar with child protection procedures to be followed in the event of an allegation being made against a member of staff or volunteer.	01/09/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Develop a system in the out of school club where every child is allocated to a key group which has consistent staff.
12	Improve the complaints policy to ensure it includes the contact details of the regulator.

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

How effective is the nursery education?

First Friends Day Nursery offers good quality provision overall which helps children make generally good progress towards the early learning goals.

The quality of teaching is generally good and helps children make appropriate progress. Staff have good relationships with the children enabling them to experience a good balance of activities. Most staff have sufficient understanding of how children learn. Less experienced staff are not confident when narrating a story or questioning children effectively to extend their knowledge and understanding. Staff make good use of their time giving individual help to children where necessary but encouraging children to be independent learners. Staff assess the children's progress using the stepping stones but do not effectively use this to inform planning and evaluate individual children's needs.

Leadership and management are competent and effective. Staff are clear about their roles and work well together to ensure that the setting runs smoothly. Regular staff and room planning meetings enable staff to plan and evaluate sessions. The person-in-charge is committed to training and staff development, although does not always observe the effectiveness of what staff do.

Partnerships with parents are very good and parents have opportunities to share what they know about their child. They are well informed about their child's progress through quarterly reports. They also receive a theme activity sheet which suggests ideas that can be explored at home or when out and about.

What is being done well?

- Children participate in a range of activities which help them learn and extend their skills. They are encouraged to be confident and independent.
- Staff encourage the children to behave well and are consistent when managing the children in all areas of the routine.
- Staff evaluate practice to improve the quality of the educational provision for the children. They are committed to training to develop their knowledge and skills.
- Parents are encouraged to be involved in their child's learning and share their knowledge to help their child make progress in all areas of their development.

What needs to be improved?

- the opportunities to develop children's emergent writing skills and to use books more effectively

- the opportunities for children to consolidate their understanding of addition and subtraction.
- staff's skills in reading stories and appropriate questioning to extend children's knowledge and understanding
- the planning to evaluate focussed activities and identify learning intentions for individual children

What has improved since the last inspection?

Very good progress has been made since the last inspection. The setting have extended the resources for role play and for children to explore sound. A variety of dressing up clothes has been provided and the role play area incorporates different themes such as a hospital, vets and travel agents. Children listen to a variety of music and play musical instruments. They regularly participate in music, movement and dance sessions.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive at nursery and separate from their main carer with confidence. They take the lead and initiate some activities and are becoming independent learners. Children are gaining increasing social skills by being aware of other children and their needs when playing. They share toys and are aware of the nursery's ground rules, for example only four children in the sandpit at any one time. They wait patiently for their turn.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children engage staff in conversation talking about what they are doing and asking questions. They use language in their imaginative play to try out new experiences and connect ideas. Children recognise their names and are beginning to form letters with increasing pencil control. Children are beginning to develop their emergent writing skills, however this is not developed through everyday practical and routine activities. Children make ineffective use of the book corner.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children develop their mathematical skills through a variety of enjoyable and practical activities including stories, songs, puzzles and games. Children count independently such as calculating how many children are in the sandpit. Children show an interest in shapes and construct models, thread beads and look at sequencing and patterns. Children measure and use graphs to compare size although there are missed opportunities to consolidate their understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show an interest in their environment and the world in which they live. They look at different types of homes and visit religious buildings such as mosques, churches and temples. They paint different homes from around the world and develop an understanding of the cultures and people that live there. They regularly visit the local park to collect leaves and observe changes throughout the seasons. They plant their own seeds and observe how things grow.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children manoeuvre bikes around obstacles, roll and push large items and use hoops, balls and beanbags to practise their catching and throwing skills. Children attempt different movements such as balancing, hopping and skipping and have time to improve their skills. Children recognise the importance of staying healthy and are learning about changes in their bodies. Children confidently use a range of tools safely and with control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to express their ideas through a variety of media to include art and craft activities, music and imaginative play. Children explore textures, shape and colour using a variety of different materials. Children are familiar with many different colours. Children respond well to music and enjoy listening to a variety of music to develop their sense of sound and rhythm.

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

- increase opportunities for children to write for a purpose as they play and make more effective use of the book corner
- increase opportunities for children to develop their understanding of addition and subtraction
- improve staff's skills in reading stories and questioning children to extend their knowledge and understanding
- develop planning to evaluate focussed activities and identify learning intentions for individual children.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.