



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 305057

DfES Number: 559612

INSPECTION DETAILS

Inspection Date	02/12/2004
Inspector Name	Sylvia Cornock

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	First Friends Pre-School
Setting Address	Vincent Street Hall Vincent Street Crewe CW1 4AA

REGISTERED PROVIDER DETAILS

Name	First Friends Pre-School Playgroup 1029907
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ORGANISATION DETAILS

Name	First Friends Pre-School Playgroup
Address	Vincent Street Hall Vincent Street Crewe Cheshire CW1 4AA

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 Pre-school opened in 1991. Moving to its current premises in 2001. The group operate from Vincent Street Hall, Vincent Street, Crewe. It is located within walking distance of the town centre, library, local shops and a small park. The premises used consist of two large rooms. There is a secure outdoor play area. It serves the local community and beyond.

There are currently 24 children from two to five years on roll. This includes 8 funded three year olds and no funded four year olds. Children attend for a variety of sessions. The setting currently supports children with special needs. They have no children currently who speak English as an additional language.

The setting opens Monday to Friday each week, term time only. 9.30 to 13.30.

This incorporates the lunch club.

Four full time members of staff work directly with the children, of whom one has an early years childcare qualification, NVQ level three, with one member of staff currently completing NVQ level three. .

A teacher and special needs co-ordinator from Sure Start support the setting. They are members of the Pre-school Learning Alliance.

How good is the Day Care?

Overall the day care is judged to be satisfactory. The organisation of the day care setting is good, the environment offers a warm and welcoming atmosphere. It has accessible storage and good equipment levels. Staff are deployed well, they are committed to the care and education of all children. They are working towards obtaining the required fifty per cent of qualified staff in child care and all staff are undertaking first aid training in the New Year. The registration system, appropriate child details and all other documentation is kept well.

The safety and care of children is well attended to in the areas of health, food and drink and hygiene. The setting provides healthy snacks and drinks, with safe storage of lunch boxes for those children who stay for the lunch club. Risk assessments are completed in practice although all details are not recorded. Staff have a good understanding about child protection procedures.

The range and quality of the activities are good. Staff provide well planned activities which are evaluated to ensure all children's achievements and progress are monitored. Staff ratios mean that children's individual needs are well attended to. Good behaviour is reinforced with frequent praise. All children have equal access to all activities including any children with special needs.

Partnership with parents is good. They are given good quality information about the aims and objectives of the setting. They are kept informed about their child's day through informal verbal daily contact. Parents comment on the friendly and caring staff.

What has improved since the last inspection?

At the last inspection they agreed to include the name, address and telephone number of the social services and Ofsted and the procedure to follow in the event of an allegation being made against a member of staff or volunteer, in the child protection policy, the address and telephone number of the regulator in the complaints policy and to include information on special educational needs and disabilities in the special needs policy. These have now been added and ensure both parents and staff know the procedures.

They were also asked to complete risk assessments, this has been addressed in part as they complete daily checks of the building, toys and equipment, however they do not record their findings, this will be carried forward into this report. They have also completed three other areas, the daily register now shows times of arrival and departure if a child attends other than the usual hours, they have received a visit from environmental health officer and have followed the recommendations of the fire safety officer. These measures enhance children's safety.

What is being done well?

- Good use is made of available space both indoors and out. The room is laid out to allow the children easy access to toys and equipment. Frequent use is made of the outside facilities.
- Children have the opportunity to be involved in a suitable range of activities. They are given choices, their interests taken into account and they are allowed to bring in toys from home.
- The children have access to a wide range of toys and activities, which enable the children to develop. They have good opportunities to make decisions, explore and investigate, and become involved in their play, with role play being a favourite.

- A high priority is given to the condition and safety of equipment, procedures for fire safety and the security of the premises.
- Good hygiene routines are in place with the children. There is a procedure in place if children should become ill to ensure that the children are well cared for.
- A good partnership exists with parents. The setting ensures that they care for the children in accordance with their parents wishes, and talks to them daily about their activities.

What needs to be improved?

- Inform Ofsted when first aid training has been completed
- Detail how the setting will meet fifty per cent of staff with relevant qualifications
- Provide a system to include the recording of any identified risks and the actions required to minimise risk.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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

Std	Recommendation
2	develop a plan that sets out how staff training and qualification requirements will be met
6	conduct a risk assessment in writing on the premises identifying action to

	be taken to minimize identified risks
7	Inform Ofsted when first aid training has been completed.

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

How effective is the nursery education?

The provision is acceptable and is of generally good quality overall. Children are making very good progress towards the Early Learning Goals, in personal, social and emotional development, communication language and literacy, mathematical development, knowledge and understanding of the world and creative development and generally good progress in physical development. They are happy, secure and confident within the setting.

The quality of teaching is generally good. Staff have a good knowledge and understanding of the Foundation Stage. There is a planned programme of activities and experiences across all areas of learning, however there are limited opportunities for children to use their climbing and balancing skills. Organisation of staff and resources enables all children to make good progress. They challenge and support children in their individual learning. Children's behaviour is well managed. Observations and assessments are used to record children's achievements and progress, these are used as a tool to identify the next steps of learning.

The quality of leadership and management is very good. The committee liaises closely with staff to ensure the pre-schools aims are carried out. They have a good relationship and a positive approach to the care and education for all children. Well articulated aims are achieved in practice, because the staff are skilful and work very well as a team guided by confident and well-informed management. They monitor and assess their provision, practice, and children's progress, and evaluate the actions taken for their impact on children's learning.

Partnership with parents is generally good. Parents receive comprehensive information about the setting, including the educational programme. They are kept informed about the activities children do through daily informal discussion and newsletters, but they do not have a system for keeping parents informed about their child's achievements and progress on a regular formal basis.

What is being done well?

- Staff use their knowledge of the Foundation Stage to plan activities to meet children's individual needs. They provide an effective curriculum covering all areas of learning. They support, encourage and challenge children's thinking and provide a stimulating environment. where children are clearly valued and included.
- The staff are good role models and have a warm relationship with the children.
- Effective systems are in place for assessing and monitoring the provision for nursery education. The observations and monitoring of children's achievements, ensure the planning of future activities are based on individual

learning needs of the children.

- There is a good balance of free play and adult initiated activity within the setting. Children are able to choose from a wide range of play materials which are easily accessible to them. They have freedom of movement to alternate from one activity base to another.
- The pre-school's routine incorporates active and quiet times allowing children to engage in a balanced range of activities.
- Children show interest and are confident and secure within the setting. They enjoy the activities and make very good strides in learning.

What needs to be improved?

- the use of larger physical apparatus to promote children's climbing and balancing skills
- the sharing of children's achievements and progress with parents on a regular formal basis.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and secure within the setting. They develop their confidence, independence and self reliance as they select their own activities and resources. Children demonstrate a high level of personal independence such as washing their hands and dressing themselves. Children's behaviour is very good. They are kind and considerate to each other and treat each other with respect. They enjoy celebrating festivals and special events.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

All children communicate well with each other and the staff, using language with increasing confidence and developing skill. They are confident when speaking in groups. Dialogue in role play is particularly imaginative, for example when completing the washing and ironing in the home corner. Children are learning to recognise their names and can match sounds to letters. Children enjoy stories, they freely select books and have many opportunities to use their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children have many opportunities to use their counting skills, they count to 10 with more able children counting to 20 and beyond. They solve mathematical problems well in planned practical activities, such as selecting five silver cake decorations for their fairy cake. They have a good understanding of addition and subtraction when completing number songs. Children recognise shape, they use language well to describe, size, shape and quantity in outdoor play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the environment as they examine and explore a wide range of objects, materials and living things by using their senses. They look at similarities, differences, pattern and change as they examine and compare mini-beasts, trees and grow cress. They are developing an awareness of the wider world as they take part in various festivals. They have access to computers where they show confidence and use them independently and with skill.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around the environment with confidence and good control. They show an awareness of space, as they use the outdoor smaller equipment with good control and skill, however the use of larger climbing apparatus is limited. They understand the importance of keeping healthy through the theme 'our bodies' and healthy eating. They handle small tools such as writing implements, scissors, brushes, rolling pins and cutters with good control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
The children enjoy exploring colour in imaginative ways through art and craft activities. They use many different textures and materials to create pictures which are displayed. They express and communicate their ideas, thoughts and feelings by using a widening range of tools, imaginative role play, movement, design and singing songs with enjoyment. They enjoy music sessions and musical instruments. They use small equipment well, fitting building and construction kits with dexterity.	
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 the opportunities for children to use their climbing and balancing skills.
- introduce a system to ensure parents are kept well informed about their child's achievements and progress on a regular basis

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.