

1st Friends Day Nursery and Crèche

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

1st Friends Day Nursery and Crèche opened in 2011 and operates in a health club from one room which is divided into two parts. It is one of three day nurseries owned and operated by 1st Friends Day Nursery Limited. It is situated in the town of Gillingham, Kent. A maximum of 25 children may attend the nursery at any one time. The nursery is open each weekday from 7am to 7pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 28 children aged from three months to under five years on roll. Children receive funding for nursery education. There are also 81 children registered to attend the crèche. This provision is registered on the Early Years Register. Children come from a local catchment area. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs seven staff, of these, six of the staff including the manager hold appropriate early years qualifications. There is one member of staff working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery meets the needs of the children attending. The provider offers a warm and friendly welcome and ensures that the individual needs of each child are recognised and addressed, although starting points are not clearly identified. Children are well supported and enjoy their time with staff and each other. The partnership with parents works well but links with other setting are not fully established. The nursery uses reflective practice to assess and evaluate what works well and what needs to be improved to promote effective outcomes for the children. All staff are involved in evaluating the provision.

What steps need to be taken to improve provision further?

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

- maintain a regular two-way flow of information, knowledge and expertise both with parents and with other Early Years Foundation Stage settings that children attend, to help support and extend children's learning and development
- identify the starting points for each child to ensure that staff can clearly monitor their achievements and development.

The effectiveness of leadership and management of the early years provision

Children's safety is fully considered through the clear written safeguarding procedures that ensure their welfare is promoted. Staff have attended updated safeguarding training and have access to a range of child protection guidance; they know who to contact if they have a concern. There are effective procedures for recruitment and vetting and staff never leave a child alone with anyone who has not had the appropriate checks. This helps to safeguard children at all times. A risk assessment is carried out regularly and additional daily checks help to minimise any risks to children's safety. Children's safety is promoted; they have established the emergency evacuation procedures which they practise with the children regularly. They talk to the children about walking safely when outside, reminding children to walk on the inside. They also discuss stranger danger with them to ensure that children know how to keep themselves safe.

Although the group has only been open for a short time, staff are committed to ongoing improvement. Resources are deployed very well and these are easily accessible. Activities are planned in advance but children are also able to make choices which helps to develop their independence. All children are included in all activities and opportunities. Equality and diversity is part of the ethos of the nursery. All children are treated as individuals; staff know their specific needs and interests, this helps to ensure their unique learning and welfare needs are met. However, children's starting points are not clearly identified or recorded in their Learning Story.

Staff use self-evaluation to identify areas where they feel they need to improve; they do this in conjunction with the local authority using the Medway Council Quality Improvement Pledges to identify areas for improvement. They have identified improvements to the outdoor area and they want to provide a 'black and white' area for the babies to help them develop their senses. The systems in place contribute towards promoting children's welfare and learning needs.

Links with other settings which children attend have not yet been established to ensure that information is exchanged and children receive consistency. The partnership with parents is developing. These partnerships help to support the children's needs and to provide them with continuity of care. Parents and carers are provided with a good range of written information and have daily opportunities to discuss their children's progress. They have a daily diary of what their child has done and are able to look at the Learning Story at any time. They are also invited to a parents' meeting once a year but staff want to ensure that all parents are fully included in their children's development even for those who attend for short periods of time.

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

Staff have established a good rapport with the children and the interaction between them is close, comfortable and caring. They know the children well and understand their individual needs. The environment is bright and cheerful and the children have free access to the resources and equipment. They are able to make choices about what they want to do as well as being included in the planned activities. Staff talk easily to the children, asking them open ended questions and supporting them in their chosen activities. They know when to intervene and when to leave them to develop their own play. This helps to ensure that children get the right support in their learning and development. Children mix well together as well as having the opportunity to be quiet or play on their own if they want to.

Children have access to a wide range of books, role play experiences and resources linked to technology. They love the musical instruments joining together to accompany themselves when they are singing songs. They show good dexterity when playing with the construction and are developing excellent problem solving and numeracy skills. Staff promote children's independence, for example, at snack time they serve their own fruit and breadsticks. They love stories and will listen intently, then share the books looking at the pictures, discussing what they can see. Children enjoy physical activity; they have daily outdoor opportunities for play in their secure garden, they love to ride on the bikes and scooters, climb on the slide or play in the pirate ship. They enjoy the imaginative play in the play house and are able to dig and grow flowers.

Staff undertake clear observations and assessments of the children. They link the activities to the areas of learning and identify next steps which they use to lead their planning. They have developed their next step books in which they record next steps for all their key children so that other staff are aware of the learning objectives of all children attending. Staff ensure that children's interests and current abilities are promoted.

Nutritious options for meals encourage children's interest in healthy eating and making healthy choices with food. Water is always freely available. Children's individual dietary requirements are recorded and respected. Staff follow good hygiene practices and encourage children to do the same by setting them a good example.

Effective behaviour management procedures ensure that children know how to behave. Staff are good role models for the children and are consistent in how they deal with behaviour. Children play cooperatively together and respond well to praise and encouragement. They are able to develop good levels of confidence and self-esteem.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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