

My First Friends Nursery

Inspection report for early years provision

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Inspector

Alison Ellson

Setting address

The Pavilion, Barn Rise, Brighton, East Sussex, BN1 5EE

Telephone number

01273 541026

Email

WestdenePreschool@btinternet.com

Type of setting

Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

My First Friends Nursery was registered in 1993. It operates from a refurbished, council-owned building in Brighton and serves the local community. There are three interlinking rooms at ground floor level, including the children's toilet and changing area. There is a playground for the exclusive use of the nursery. The nursery opens each weekday from 8.30am until 3.30pm for 50 weeks of the year. It receives funding for the provision of free early education for children aged three and four years. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for 20 children. There are currently 35 children on roll between the ages of 18 months and five years. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are seven part-time staff who work with the children. More than half of the staff hold early years qualifications to at least level 3. In addition, one staff member holds Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy playing and learning in this welcoming and inclusive environment. They benefit from strong and positive relationships between the nursery and their parents and carers. Staff provide a safe and supportive environment that, overall, promotes children's learning and well-being successfully. Effective links with other professionals provide further support for the needs of all children. The well-established staff team demonstrate a strong commitment to self-evaluation and on-going professional development. These processes successfully secure continuous improvements for the nursery.

What steps need to be taken to improve provision further?

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

- extend the use of assessments to more clearly identify specific next steps in learning, for all children.

The effectiveness of leadership and management of the early years provision

All staff are clear about procedures to follow in the event of safeguarding children concerns. The staff member designated with responsibility for safeguarding has recent training and a secure knowledge in this area. All staff have appropriate

background checks in place. Risk assessments are comprehensive and staff maintain a record of their daily checks. Children develop a good understanding of potential hazards and how to stay safe with effective support from staff.

The manager receives valuable support from the local authority that enables a comprehensive assessment of the strengths and weaknesses of the nursery. Targets for improvement are realistic and fully understood by the committed and well-established staff team. For example, staff are currently improving the amount of natural and real-life resources that are available for children. The nursery accurately monitors and documents the self-evaluation process with regularity and seeks the views of both staff and parents.

Staff use resources effectively to help children understand and develop positive views of diversity. For example, multi-cultural displays, toys and books are easily accessible. Children regularly respond to different cultures, such as the festival of Eid. Children who have special educational needs and/or disabilities receive good support. The nursery has effective links in place with local agencies, such as a speech and language therapy service. Specialist staff in the nursery are knowledgeable of the procedures to access further support when needed. Staff use sign language routinely with all children to support their understanding of routines and activities successfully.

Many interesting and stimulating resources are freely available. For example, staff store resources in low-level, transparent containers. As a result, children are able to make their own choices effectively. Resources are generally plentiful, well-organised and appropriate for individual children. Staff use resources well to help children achieve. Children play outdoors in a safe space on a daily basis. They can also regularly access the adjacent community outdoor play space, which provides more challenging equipment for climbing and balancing. High staff-to-child ratios enable the close supervision of children at all times.

The nursery has well-established links with parents. Parents speak highly of the nursery, stating that their children are in safe hands. A regular exchange of information takes place at collection and drop-off times when staff make time to talk to parents individually. The nursery provides a good range of written information for parents, such as regular summaries of children's development. A comprehensive information pack is available for new parents and staff arrange for translations of this into other languages if required. Staff record and display children's views of the nursery. For example, their comments add to a photo display of previous activities. There are well-established links with the local school, which some children also attend. The nursery and school share information very regularly to gain a rounded view of children's progress and well-being.

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

All children make mostly good progress across all areas of learning. The nursery provides an inviting and attractive environment where children freely access a wide range of stimulating materials, both indoors and outside. Displays and resources support children's developing understanding of numbers. Books are available both inside and outside, which children enjoy looking at and discussing together. These

activities help children to develop good skills for the future. Staff make written and photographic observations of their key children to create attractive development records. They generally use this information effectively to identify children's interests and plan for their next steps in learning. However, these next steps in learning tend to be quite general rather than specific. This weakness has some limitations in fully securing progress for some children in some areas. Children are able to follow their own interests as staff take account of these when planning activities. Most children remain actively engaged in their chosen play. They receive effective support from staff to develop their concentration skills by using a visual timetable and sign language. The quality of staff interactions with children are good as staff listen closely to children, join in with their play and extend their language and thinking.

Staff maintain a good awareness of the changing emotional needs of individual children. As a result, children receive sensitive support, which helps them to feel secure. They seek help when they need it from nearby staff who provide good levels of supervision. Children know how to keep themselves safe. For example, they take considered risks on large outdoor play equipment and take extra care when surfaces are slippery after rain.

They learn to tidy up the playrooms efficiently following a well-organised routine and musical prompt from staff.

Children have a good understanding of how to keep healthy. For example, they talk about healthy foods, cover their mouths when coughing and wash their hands before eating. Staff explain effectively to children why hand washing is important for removing germs. Children freely help themselves to drinks of water when they need to and staff make sure water is always available for children, both inside and outside.

Children play well together and their behaviour is very good. They share toys effectively, for example, they take turns when playing with the train set. They show a strong awareness of the needs of their friends and often act promptly to help them. For example, they pass drinks and building blocks to each other, and help each other to carry long planks of wood. Staff act as good role models and consistently demonstrate helpful behaviour and respectful listening. They provide good-quality resources to support children's developing understanding of emotions and the needs of others, for example, by using special puppets and books.

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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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