

# First Friends at Henley

Inspection report for early years provision

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EY226966

**Inspection date**

31/01/2012

**Inspector**

Jan Burnet

**Setting address**

Henley College Coventry, Henley Road, COVENTRY, West  
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**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*.

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## **Description of the setting**

First Friends at Henley opened on their existing site in 2002. The nursery operates from purpose built premises on the Henley College campus, but separate to the main building, in Bell Green in Coventry. Access is at ground level. Operational times are Monday to Friday, all year round, from 8.30am to 5.45pm.

The nursery is registered on the Early Years Register for a maximum of 60 children in the early years age group at any one time. There are currently 64 children roll. The nursery primarily serves the students and staff from the college but also some local community places are available. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or difficulties and those who speak English as an additional language.

A team of 11 staff care for the children and all hold Level 3 early years qualifications. Of these, one is working towards a Level 4 qualification and two are working towards a degree in early years.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The staff team create a stimulating, vibrant and welcoming environment where children's interest and natural curiosity to learn is consistently encouraged. They meet children's individual developmental needs extremely well and promote children's welfare comprehensively. The individual needs of each child are continually met and excellent relationships have been formed between children, staff and parents. Partnerships in the wider context are used to promote good quality education and care. Staff ensure that all children are valued and included and information obtained from parents helps them to identify and address children's differences. Planning for improvement, including the process of self-evaluation, is fully effective.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- extending opportunities for children to choose and access play outside.

## **The effectiveness of leadership and management of the early years provision**

Superior systems are in place to ensure that children are safeguarded. Health and safety is given an exceptionally high priority and risk assessments for the premises, resources, activities and outings are comprehensive and are continually reviewed.

All staff are aware of their responsibilities with regard to protecting children from abuse. They regularly attend safeguarding training and a comprehensive safeguarding policy is known by staff and is shared with parents. Procedures for recruitment, selection, induction and appraisal are robust. The provider and manager make sure that every staff member's suitability has been thoroughly checked before they have unsupervised access to children. Children's good health and well-being is promoted extremely well and necessary steps are taken to prevent the spread of infection. Staff teach children about keeping safe and healthy. Menus are displayed and nutritious and healthy meals and snacks are provided. Staff are fully aware of their responsibilities under food hygiene legislation and food hygiene procedures.

Systems for monitoring and self-assessment are excellent. The Ofsted self-evaluation form has been completed thoroughly and clear plans for improvement are identified. At the time of the last inspection there were two recommendations raised and both have been addressed, improving outcomes for children. The provider was asked to update written safeguarding procedures and evaluate activities to ensure that the learning intentions for children have been met. Children's learning and welfare is continually reviewed so that excellent standards are maintained. Recent improvements to the outdoor area include the development of a Forest Schools area and the installation of exciting and challenging climbing and sliding equipment. Measures to ensure ongoing improvement include acting on advice given by local support workers. A current priority is a review of children's summative assessments. A strong commitment to improvement is demonstrated with the use of an 'Infant/toddler environment rating scale' (ITERS) and an 'Early childhood environment rating scale' (ECERS) as evaluative tools in order for staff to be aware of their current practice and make plans to further develop. Practitioners within the setting have an excellent understanding of the Early Years Foundation Stage (EYFS) and demonstrate a strong commitment to developing their knowledge and skills through ongoing training. Staff to child ratios and the percentage of qualified staff exceeds requirements. All required documentation and records are kept up-to-date and in good order. Resources are chosen for their quality and durability, as well as to meet children's developmental needs effectively.

The partnership with parents is outstanding. Parents are extremely well informed about their child's achievements and progress and they are encouraged to be involved in supporting their learning and development at home. Valuable information for parents is displayed in the reception area and includes detail on the EYFS and a booklet containing comprehensive policies and procedures which successfully reflect the ethos of the setting. Parents are asked for suggestions on the service provided. A questionnaire includes a request for their views on communication systems, if staff act upon their wishes, involvement in making decisions about their child's individual needs and if they would like to spend time in the nursery sharing a skill or to play with the children. Parents respond very positively to the inspector when asked for views on the service provided. None can think of anything that they would want to change. Effective links with other childcare services are very well established and feedback provided for staff is extremely complimentary on the support that staff provide for children who have additional needs.

Exceptional systems are in place to ensure that effective inclusive care is provided for every child. Staff have a very good knowledge of each child's backgrounds and needs and children are encouraged to recognise their own unique qualities and characteristics they share with others. The setting's policies and procedures are effective and inclusive for those children who attend. Toys and play equipment reflect diversity and effectively meet the developmental needs of the children who attend.

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

Children are provided with excellent opportunities to ensure that they make progress across all areas of learning and development. They are enthusiastic, inquisitive and eager to be involved. Planning is flexible, responding to children's individual interests and needs and staff effectively evaluate children's different stages of development in order to plan for them as individuals. Parents are fully involved. They are continually informed of their child's progress and they share information on achievements at home so that staff can include what parents have told them in the child's planning. Resources are plentiful, safe, clean and encourage children's natural curiosity as learners. Children are confident, active learners and personal, social and emotional development is particularly strong. They are happy and settled and their self-esteem is fostered successfully as staff continually praise achievements and positive behaviour. Children's independence is promoted well, for example, in all rooms they have excellent opportunities to choose and select resources.

Activities are enjoyed in the outside play area throughout the year by children based in the pre-school, 'tweenies' and baby rooms. However, the whole group of children in a room use the area at any one time because the only access is via the pre-school room. As a result, most children are unable to freely choose whether to play inside or outside. Children learn how to keep themselves safe. They learn how to use large and small equipment, such as scissors safely. They learn road safety, gain an awareness of stranger danger and potential dangers within a Forest Schools environment. Regular visits are made by community police officers who discuss safety with the children. Children are aware of good hygiene practices and healthily eating. Snack and meal times are treated as social occasions as staff members sit at tables with small groups of children and promote language development effectively. Young children are developing good skills as they learn to feed themselves and older children help to cut up their own fruit at snack time, identify how many places they need to set for a given number of children to sit at each table and serve their own lunch. Children are active and understand the benefits of physical activity. Their learning is promoted fully in the outside area with a range of activities available, as well large equipment to promote physical development. Children plant and grow vegetables and then help to make soup with them. The Forest School promotes a greater awareness of the outdoors and particularly inspires boys with regard to literacy and numeracy, for example, as they find, count and draw spiders. A sand pavilion is used as a stage when covered and children enjoy performing for others with songs and dancing.

Communication between the staff and children is excellent. Babies enjoy 'sing and sign' times and use familiar signs to communicate with staff during their play. All staff promote thinking and language well as they ask children open-ended questions. A recent initiative is 'Blast sessions' to promote the speaking and listening skills of children aged three and over. This involves a staff member with a small group of children and includes singing, a sound lotto game and a story which children are asked to recall and talk about. Children enjoy looking at books. Babies choose sensory and interactive books and two-year-old children select favourite picture books to look at with staff. A small room off the main pre-school room is continually accessed by boys and girls as they ask a staff member to read stories to them. Children learn that books can be used for reference as well as for stories. Writing materials and a range of graphics resources are freely available. Babies make marks with their fingers and with cars in mud, gloop and paint. Two-year-olds choose from a variety of different coloured felt tipped pens to make marks and pre-school children use writing in their role play area as they take food orders for the restaurant. Children have easy access to a full range of art and craft and role play resources and make full use of them. Children benefit from a range of opportunities to develop technology skills as they have daily access to computers and other programmable toys.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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