

First Friends Pre-School

Ringway First School, Guidepost, Choppington, Northumberland, NE62 5YP

Inspection date

27/02/2013

Previous inspection date

09/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are motivated and keen to learn in this inclusive and welcoming setting. They develop positive relationships with staff and other children.
- The well-qualified and knowledgeable staff have an excellent awareness of how children learn. They make the most of opportunities to extend children's learning through play, discussion and group activities.
- Staff are good role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour.
- There is a strong commitment from the manager and staff to improve the pre-school through setting ambitious targets and action plans.

It is not yet outstanding because

- The organisation of the outdoors does not provide an area for children to carry out quiet activities, such as looking at books.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had a tour of the premises, talked to children and observed their activities.
- The inspector met with the manager, carried out a joint observation and spoke with staff at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures.
- The inspector took account of the views of parents through discussion at the inspection.

Inspector

Lynne Pope

Full Report

Information about the setting

First Friends Pre-school was registered in 2008 on the Early Years Register. It is situated in Ringway First School in the Choppington area of Northumberland, and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from a classroom and the school hall and there is a fully enclosed area available for outdoor play.

The pre-school employs four members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3 and one member of staff holds an appropriate early years qualification at level 4.

The nursery opens Monday to Friday during school term time. Sessions are from 9am until 12 noon and from 12.45pm until 3.15pm. Children attend for a variety of sessions. There are currently 28 children attending. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the flexible outdoor space and resources so that children can carry out quiet activities, such as looking at books.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff organise the playroom and plan activities to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. Staff have a good understanding of the Early Years Foundation Stage and the prime and specific areas of learning, which they implement with success. Children are assessed when they start so that staff can plan activities and play opportunities based on their individual stage of development. They observe children and keep a record of development in a learning journal which is supported by photographic evidence. Each term the room leader and child's key person write a summary of their development which is then shared with parents. Together they decide on the next steps in the child's learning and development. This ensures that children are supported to have the key skills needed for their next steps in learning, including school, when they come to move.

Children have the opportunity to participate in a stimulating range of activities and experiences. They take account of what others say as they patiently wait their turn when playing a sounds and picture matching game. Children become engrossed at story time; they listen carefully and talk about the pictures. They begin to be aware of how stories are structured as they ask what the words say on the front of the book. During group activities, such as a matching game, they confidently hear and say the initial sound in words. Number is used in everyday play. Children recognise how many cards they need to

finish matching all their cards in a game. They join in enthusiastically with familiar rhymes, such as 'five fat sausages'. Practical activities, such as a parent bringing in their pets, generates discussion about some of the things children observe about the budgie and dog, which develops their understanding. For example, they demonstrate friendly behaviour, initiating conversations as they share their excitement at seeing the budgie. They approach visitors and explain that the budgie cannot talk.

Partnership with parents is very strong. They build very positive relationships with their child's key person. Parents are enthusiastic about attending the provision with their child for "Rhyme and Reciting" workshops. This results in them being aware of the current song, tune or rhyme, which supports and extends their child's learning at home. Travelling Ted is taken home by children and parents write about what they have done and add photos. Parents have access to their child's learning journal at any time and add their own comments about how their child is doing. These both inform staff about children's current interests which they use to plan effective activities to extend children's learning.

The contribution of the early years provision to the well-being of children

Staff promote a calm and caring atmosphere where children develop positive relationships with them and their peers. The staff's warm approach helps children to settle quickly and to feel safe and secure. Parents complete an 'All about me' information sheet prior to their child starting, which gives staff a picture about the child's family and interests, which aids a smooth transition into the setting. Realistic rules and the consistent management of unwanted behaviour mean that children begin to understand what is expected of them. For example, the traffic light display on the wall encourages children's good behaviour as they want to keep their sticker in the green area. Parents also use it at home, which provides consistency for children. Children respond to simple instructions from staff, such as at tidy up time, as they all busily help to put away the resources. Well planned activities, such as matching games, help children learn to respect each other and tolerate each other's differences. High priority is given to children's safety. Staff give them timely reminders, such as to not run in the playroom and they are aware that they need staff's help to put the frame up in the garden so they can climb on it. Emergency evacuation procedures are practiced which ensure that children know what to do in such a situation.

Children are cared for in a safe, spacious, well-maintained and attractively-presented playroom. Resources are stored around the room at child height, which makes them easily accessible and develops children's independence as they make their own choices. They have free access to the well-organised garden where they negotiate space successfully as they play racing and chasing games with other children. They know when to adjust their speed or change direction to avoid obstacles. They handle tools, construction and malleable materials safely and with increasing control. For example, they paint large cardboard boxes in the garden stating that they are making pet carriers and know that they can stick things together using masking tape. However, there is no provision outdoors for children to take part in quiet activities, such as looking at books. Healthy lifestyles are encouraged. Staff talk with children about the importance of hand-washing. They discuss why they should wash their hands after they have handled the pets. Children

understand that it is because there are germs on their hands. The close proximity of the bathrooms help children learn how to attend to their own toileting needs.

Effective procedures ensure that children are well prepared for the next stage in their learning through a smooth transition from the pre-school to school. Close working relationships have been developed. In the term prior to children moving, the reception teacher comes into the pre-school to meet the children and take story time. This helps her to find out about the children and for them to become familiar with her. Learning and development plans are shared with other provisions that children also attend as part of the Early Years Foundation Stage. This ensures that there is continuity in their learning and development.

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

The manager and staff have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of appropriate policies and procedures, and robust systems to ensure the safe recruitment of suitable and qualified adults, are implemented. Staff's ongoing suitability is monitored through the manager observing them in their work and regular performance management is carried out. This identifies staff's strengths and training needs and procedures are in place to address under-performance. Ongoing staff development ensures that staff improve their knowledge and understanding of good quality practice. For example, they have attended training on documentation to support the observation, assessment and planning cycle. The manager has an excellent overview of the educational programme. This is due to the tracking documentation that is in place which staff use to track children's progress in learning and development. This information is analysed to show how children make progress over time and whether any interventions are needed. The manager regularly checks the staff's planning and children's learning journals to ensure that they are consistent and show an accurate understanding of children's skills, ability and progress.

Staff understand their responsibilities to safeguard children and capably describe procedures that they would follow, should a concern be raised, to protect children from harm or neglect. Risk assessments are conducted daily for the premises to ensure that any possible hazards are identified and minimised for children. Improvements made since the last inspection demonstrate the manager's and staff's drive for excellence. The actions and recommendations have all been implemented. For example, parents' evenings have been introduced so that they can talk to their child's key person about how their child is making progress. Self-evaluation is at the centre of the improvements where the manager and staff have become very skilled at recognising areas for improvement and implementing them. For example, they have plans to knock a wall down in the boys and girls toilets to make one large toilet area that will accommodate changing facilities for younger children. Parents are involved in the self-evaluation as they complete a questionnaire about their views and any concerns are addressed.

Parents voiced their appreciation for the staff and their hard work. They stated that they are kept well informed about children's progress and feel confident to raise any concerns with staff that they might have through the home comments book.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number

EY361308

Local authority	Northumberland
Inspection number	821024
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	28
Name of provider	First Friends Pre-School
Date of previous inspection	09/03/2009
Telephone number	01670 812 277

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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