

# 1st Friends Day Nursery

Our Lady of Gillingham, 2a Ingram Road, Gillingham, Kent, ME7 1YL

## Inspection date

06/05/2014

Previous inspection date

14/11/2013

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

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## The quality and standards of the early years provision

### This provision requires improvement

- Staff build sound relationships with the children, promoting their self-esteem and confidence and enabling children to build good relationships with each other.
- Staff organise rooms well and children have access to a variety of resources and activities.
- Staff work in partnership with parents and outside agencies to provide targeted support for all children to meet their individual needs.

### It is not yet good because

- Staff do not always accurately identify the learning that has taken place through observations and so do not always plan sufficiently for children's next steps in learning or consider their individual interests.
- Staff do not consistently extend children's learning during child initiated play through structured interaction and consequently, limiting some children's attention span and learning.
- Staff do not always use daily routines such as snack and meal times fully to provide learning opportunities.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spent the majority of the inspection observing staff and children in the two main play rooms.
- The inspector carried out a joint observation and had regular discussions with one of the owners of the nursery throughout the inspection.
- The inspector reviewed documentation including policies and procedures and children's learning journals.
- The inspector obtained views from six parents through discussion on the day of the inspection.

## Inspector

Jane Wakelen

## Full report

### Information about the setting

1st Friends Day Nursery registered in 2002. It operates from four rooms in an old school building, three of which are used by the children. It is situated in Gillingham and serves the local area. Children have access to an enclosed outdoor area. The nursery operates from 7am until 6pm, 51 weeks of the year. A holiday playscheme operates in each of the school holidays for children of school age.

This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 45 children on roll in the early years age range. The nursery supports children who are learning English as an additional language and children with special educational needs and/or disabilities. The nursery is funded early education for free early education for four-year-olds.

The nursery employs 12 members of staff, two of whom are the owners. Eleven members of staff hold an appropriate early years qualification. One of these holds Early Years Professional Status and one holds Early Years Teacher Status.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the assessment and planning process to ensure that next steps in learning accurately identify children's individual needs and particular interests to enhance their learning.

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

- extend and develop snack and meal time routines to provide additional learning opportunities
- improve interaction between staff and the children to extend children's learning opportunities in child-initiated play.

## Inspection judgements

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

Children make satisfactory progress in their learning because staff have a sound knowledge of the learning and development requirements of the Early Years Foundation

Stage. Staff provide activities which promote the seven areas of learning through adult-led and child-initiated play. Children choose from the good range of resources that staff make available. Staff use initial assessments made in partnership with the parents to plan activities that meet children's stage of development. They observe children on a regular basis to identify next steps in children's learning and development. However, staff do not always identify accurately the learning that has taken place and consequently the next steps do not always address children's individual learning needs or interests. Staff do not fully use opportunities during child-initiated play to extend the activity, hindering potential learning opportunities for children.

Staff develop children's speech and language appropriately. For example, staff working with the babies provide lots of eye contact, gestures and repetition, enabling children to develop their communication skills and understanding. Staff find out from parents key words in their child's home language to help children who are learning to speak English as an additional language. Staff have established cosy book areas in all rooms. They sit with children reading stories and encourage them become involved in telling the story. This also develops children's concentration skills as well as early literacy skills. All children have opportunities to make marks with a variety of mediums such as chinks, paints and shaving foam. Older children learn how to hold pencils correctly for writing.

Staff promote children's physical skills on a daily basis. Children benefit from outdoor play where they can dig in the sand pit or the mud, kick the balls or play with the hoops. Children enjoy group games that involve chasing each other and learn to take turns. Staff encourage children to be active and provide opportunities for planting seeds to grow vegetables such as carrots, potatoes and beans. Children enjoy filling their watering cans and learning what the plants need to grow. Children learn about sunflowers and talk about how tall they grow. They measure themselves to compare and learn about measurement. Many children show a developing recognition of numerals and can find numbers that are significant to them, such as their age. However, staff do not use opportunities in routines such as snack time to further extend literacy and numeracy skills. Babies explore and experiment resources around them, such as treasure baskets, using their senses to learn about different textures and sizes.

Staff encourage children to use their imagination and develop their creativity through role play opportunities. They provide a range of resources which encourage children to act out familiar roles from home, such as cooking dinner or visiting the shops. Some children demonstrate their good imagination as they talk about new experiences such as the circus. However, staff do not always use effective questioning or interaction to extend children's understanding or knowledge and to promote their engagement.

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

Key persons and staff develop good relationships with children. Consequently, children are settled and feel secure. The key person system is well-established to meet children's individual care needs. This results in children feeling secure and confident to make good relationships with their peers. Children move confidently around the nursery making

choices about what they play. They and approach staff when they need support or want them to join in their play. Children generally behave well. Staff frequently praise and encourage children, helping to promote their self-esteem. Staff encourage children to take part in group activities, teaching children to learn to take turns and share toys with the other children.

Children have good opportunities to learn about living a healthy lifestyle through a balanced menu provided by an outside caterer using locally sourced, organic produce. Children are encouraged by staff to dish up their own meals enabling children to make their own decisions about how much they would like. Children confidently help themselves and demonstrate good table manners as they use knives and forks to eat their food. All children have access to their individually named water bottles. They have the option of milk at snack time. Children follow the good role models of the staff by washing their hands before eating and after using the toilet, using soap and the hand drier. Staff implement good hygiene routines for nappy changing including helping children wash their hands to begin the process of personal hygiene. Daily outdoor play contributes to children's health, as they benefit from regular exercise and fresh air.

Staff demonstrate a secure knowledge about keeping children safe and help children learn to keep themselves safe. For example, they remind younger children to hold onto the handrail and take care on the stairs as they go outside. Children are developing a good awareness of safety, for example, reminding others not to throw the sand in case it goes in their eyes. Staff are vigilant to safety and ensure the stair gates are kept closed to prevent children wandering out of the playrooms unaccompanied. Procedures to keep children safe while at nursery are well developed. Parents have a system of 'finger print' recognition to let themselves into the building. A doorbell alerts staff to visitors to the premises and the door is operated mainly by senior members of staff. Staff hand children over to parents, offering verbal information, providing a safe and secure departure and arrival system. The nursery carries out thorough risk assessments on all aspects of the premises to monitor any hazards and implement measures to minimise risk.

Staff demonstrate a focussed approach to providing different areas of learning in both the baby room and the over two's room. Resources are stored in storage trays that are labelled with both pictures and words. This enables children to make informed choices about what is available. Staff ensure there is a mixture of adult-led and child-initiated play to support children's all-round development and emotional well-being. They provide interest tables in the over two's room with magnifying glasses, flower pots with sunflower seeds in, books and pictures. The sensory area is particularly popular, with children playing with the torches in the dark, exploring the baskets of natural materials such as shells and cones and using the 'easy speak' walkie talkies. Staff organise floor level resources for babies so that less mobile babies can reach them, with storage trays for the more mobile children.

Good partnerships with the local schools enable staff to provide children with the necessary skills they need for the next stage in their learning. Staff encourage children's independence using the toilet and washing their hands. They encourage children to put on their own jumpers, coats and shoes in preparation for changing for physical education at school. Children have opportunities to work in small and large groups and develop

listening skills and concentration. The majority of the older children have good pencil control when mark making and are beginning to recognise numerals one to five, with some children able to recognise numerals to ten.

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

The leadership and management team of the nursery are committed to making improvements following a monitoring visit after the previous inspection. The leadership team have devised an action plan and implemented significant changes to policies and procedures to support change. All staff have had safeguarding training in-house and have been issued with revised policies for safeguarding and behaviour management. Consequently, staff are confident with the processes to follow if they have any concerns about children in their care, including following the whistle blowing policy. In addition, staff manage children's behaviour well and calmly through praise and encouragement. Consequently, children are well protected and safe. Staff are calm when working with the children and take care to provide emotional support to all children.

The management team has completed a self-evaluation, using the views from staff, parents and children. They have been able to identify weaknesses, taking into account the previous inspection and monitoring visits, and an action plan is now in place. Staff attend regular staff meetings where they discuss how to move the nursery practice forward to improve outcomes for children. The nursery has implemented several new procedures including a new monitoring system to ensure all children can make good progress. This is a fairly new system and is not sufficiently embedded to see its impact. However, already the tool has provided a visual record to show that some children are not developing at expected levels in some areas of their development. The management team are working with the key people to put measures in place to further support children through individual educational plans.

The management team have sound procedures for staff recruitment, including taking up appropriate checks and staff induction. All staff are given one to one sessions on a termly basis in addition to annual appraisals to ensure their ongoing suitability and professional development. Peer observations are now in place and have highlighted weaknesses in the quality of some teaching. The management team have started to implement measures to address these, but the systems are not yet fully embedded to have sufficient results. All staff attend various training courses. All staff hold an up to date first-aid qualification and have received safeguarding training. Consequently, children are safe and secure within the nursery environment.

Partnerships with outside agencies and parents are sound. The nursery encourages support from outside professionals and agencies to help provide targeted support for individual children where appropriate. Staff involve parents fully with this process and consequently, children's needs can be highlighted and addressed. They encourage parents to attend parent evenings and give parents daily verbal information, with the youngest children taking home a contact book. This means that parents are well-informed about

their child's day and can there is continuity between home and the nursery.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## 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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| Grade 4 | Inadequate           | Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

|                                    |                             |
|------------------------------------|-----------------------------|
| <b>Unique reference number</b>     | EY236227                    |
| <b>Local authority</b>             | Medway Towns                |
| <b>Inspection number</b>           | 963157                      |
| <b>Type of provision</b>           | Full-time provision         |
| <b>Registration category</b>       | Childcare - Non-Domestic    |
| <b>Age range of children</b>       | 0 - 8                       |
| <b>Total number of places</b>      | 65                          |
| <b>Number of children on roll</b>  | 45                          |
| <b>Name of provider</b>            | 1st Friends Day Nursery Ltd |
| <b>Date of previous inspection</b> | 14/11/2013                  |
| <b>Telephone number</b>            | 01634 578396                |

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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, which are usually the childminder's 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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