

# First Friends Day Nursery

Rushden Community College, Hayway, RUSHDEN, Northamptonshire, NN10 6AG

## Inspection date

Previous inspection date

30/09/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children make excellent and often rapid progress towards the early learning goals taking into account their starting points and capabilities. This is because staff are highly motivated to support children's individual needs and do so extremely effectively.
- Children feel very safe and secure in the small, friendly nursery environment. The highly effective key-person system enables them to form secure attachments with adults caring for them and for their parents to share information and support their learning with ease.
- Safeguarding of children is a priority with staff at the nursery adhering to strict procedures regarding the use of personal mobile telephones, cameras and social media sites. In addition, procedures for the collection of children and the recruitment of staff are robust.
- The outdoor area is a rich learning resource where children enjoy a wide variety of opportunities to develop physically and emotionally, and they engage in activities, which support all areas of learning.
- Extremely effective monitoring and tracking systems make sure that targets for future development are identified and that continuous improvements are made. This ensures that the nursery continues to provide high quality care and education for all children attending.

## **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 observed children engage in free-choice play and take part in planned activities, and discussed these observations with the manager.
- The inspector looked at children's assessment records and planning and tracking documentation.
- The inspector checked the safety and security of the premises and the safeguarding systems in place within the nursery.
- The inspector checked evidence of suitability and qualifications of staff and talked with the manager about her self-evaluation and development plans.
- The inspector spoke with members of staff and children throughout the inspection.
- The inspector took account of the views of parents and carers from information included in the nursery documentation and from those spoken to on the day.
- The inspector completed a joint observation with the manager and discussed this with her.

**Inspector**  
Anne Archer

## Full report

### Information about the setting

First Friends Day Nursery opened eleven years ago and was re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by The Education Fellowship Trust and operates from a two-storey building, sited within the grounds of The Rushden Community College Academy in Rushden, East Northamptonshire. There is no lift access to the first floor. All children have use of an outdoor play area. The nursery is situated next to a park and near to local shops, which are accessed regularly. The nursery provides care for the children of staff working at local schools. There are currently 29 children on roll in the early years age group. The nursery employs 10 members of childcare staff. The manager has Early Years Professional status. In addition, two staff hold relevant early years qualifications at level 4, four at level 3 and two at level 2. Two staff are currently working towards a level 3 qualification. The nursery is open Monday to Friday, from 8am to 5.30pm, during school term time and on teacher training days. 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:

- broaden the already excellent provision of information technology resources, so that children have enhanced opportunities to select and use a wider range of technology in different places and for particular purposes.

## Inspection judgements

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

Children attending this small, welcoming nursery have every opportunity to meet their full potential, taking into account their starting points and capabilities. The manager and her team understand fully how to best implement the Early Years Foundation Stage to recognise the uniqueness of each child. As a result, children's development and learning is exceptionally well supported. Children are provided with the skills that will thoroughly support them in their future learning. Children spend the day involved in activities that are planned for them individually, and they are supported by their key person and other room staff to ensure every learning opportunity is maximised during the activities. Observations are carried out on children as they play, so that staff are accurately able to identify new interests and potential next steps in learning. This enables them to plan challenging and innovative experiences for all children. A few pre-school children show that they have emerging information technology skills that are not always supported to the maximum potential by the nursery's information and technology resources. However, this does not adversely affect their learning or enjoyment of activities. Regular assessments of children's progress efficiently and effectively support their future learning needs. Excellent teaching

techniques are on display throughout the nursery enabling children to be active learners. For example, a pre-school child uses a magnifier to search for mini-beasts and upon finding a ladybird, a lengthy conversation takes place about it with a member of staff asking challenging and probing questions to ascertain the child's knowledge of the insect. Children are highly motivated and fully engage in the well-balanced adult-led and child-initiated activities. They are able to instigate their own learning in their playroom and in the outdoor area. Parents and carers comment that they are overwhelmed and delighted with their children's rapid progress since joining the nursery.

Staff are highly skilled in extending children's play. They engage them in conversation while they play to encourage critical thinking and to develop language. They fully understand the characteristics of effective learning and how children learn through play that follows their own interests and takes account of past experiences. This is demonstrated exceptionally well throughout the nursery with the provision of designated areas both inside and outdoors. For example, children develop their senses and their understanding of the natural world as they learn about texture and smell in the herb garden. They hunt for conkers hidden in the sand pit and hold discussions with staff about when they walked to the park to collect the conkers from under the horse chestnut trees. They know that the conkers are the tree's fruit and have hard, spiky shells to protect them.

The outdoor play areas are an extremely valuable resource, which staff have put much time and effort into. Although not accessible from each room, they are available to the children throughout most of the day. Children are excited to be outside and when the doors are open, there are very few children who prefer to play indoors. Staff fully embrace the importance of outdoor play and create a rich learning environment that promotes all areas of learning extremely well. The busy, yet calm atmosphere within the nursery and the highly effective partnerships staff establish with parents and carers, ensure that children settle quickly. Staff work closely with parents to ensure that individual educational programmes are effectively met and that parents are reassured. Parents are very involved in their children's learning. They are provided with a wide range of opportunities to support their children's learning, such as stay and play sessions and areas in each child's learning journal where they can add family photographs and snippets of information, which provide children's key persons with information they can use to support their development even further. In addition, there is plenty of time for parents to talk with staff at the end of the day when they collect their children.

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

The extremely successful key-person system and the smallness of the nursery contribute exceptionally well to children's feelings of well-being and security as there is always a person to attend to their needs who knows them well. All staff and children are familiar to each other, which ensures that children's emotional well-being is extremely well fostered. Each key person shares information with parents on a daily basis ensuring that changing needs are quickly met. There are also formal meetings between parents and key staff

where children's development and progress are discussed and decisions are made about additional support or moves to other settings or school.

Children enjoy nutritious, healthy snacks and meals, which are freshly prepared in the on-site school kitchen. Account is taken of children's dietary needs and parental preferences. Children develop many independence skills as they help themselves to fruit and drinks at snack time. Staff sit with the children, so that children learn by their excellent role modelling, how to eat their food and about table manners. There is lots of chatter during lunch as adults and children talk about their morning activities and anticipate what they might do in the afternoon.

Children behave extremely well. They learn what is expected of them in this nurturing environment and on the rare occasions when their enthusiasm overcomes their sense of fair play, staff quietly intervene to remind them about sharing or being kind. Children are highly receptive to what staff say; they listen and respond well and show that they fully understand the consequences of their actions. As a result, children's behaviour is extremely good and they are becoming increasingly responsible, which prepares them well emotionally for their future moves. They show that they are developing their sense of safety and are able to recognise dangers and address these. For example, children are able to develop balancing skills and learn how to climb safely and take appropriate risks when they play in the garden. Staff teach children how to operate the pedals on the trike so they can get round more easily. At other times, children join in action rhymes and songs or enthusiastically use a variety of tools to make pies and pancakes in the mud kitchen. Excellent links exist with a local infants school, where the nursery staff visit throughout the year. Information is shared between the nursery staff and the reception teacher, who visits the setting at the end of the year to get to know children. Leaflets have been produced for parents about teacher's expectations of what children can already do when they start school. This helps to prepare both children and parents extremely well as they feel excited and look forward to the move.

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

Everyone working at the nursery understands the importance of safeguarding and child protection. This nursery has a stable staff team, but parents can be reassured by the rigorous recruitment and induction procedures to ensure staff's suitability to work with children. Confirmation of staff suitability checks and qualifications are in place and everyone knows their role and responsibility relating to child protection. The registered person and the manager are fully aware of their role to report and investigate any concerns in line with their Local Safeguarding Children Board and to work with other agencies to support families in need. Any concerns raised by parents are taken very seriously indeed, thoroughly investigated and dealt with accordingly. Staff do not use personal mobile telephones and cameras during opening hours and everyone signs up to the nursery's strict social media agreement to further protect children. Detailed risk assessments and routine safety checks of equipment and resources also contribute significantly to children's safety.

The nursery meets all the requirements of the Early Years Foundation Stage meticulously. It provides an extremely welcoming environment where all children are highly valued and respected. The manager and her deputies are very effective role models and motivate their team, so that they also want the very best for children who attend. Self-evaluation and critical reflection that takes account of the views of children, parents and other partners form part of the nursery's development process. This ensures that everyone has a clear understanding of their strengths and has an opportunity to be involved in the identification of areas for future development. Recent developments include a review of the lunch and teatime menus at the request of parents. Staff at all levels work together exceptionally well and are very supportive of each other. Regular meetings, appraisals and management observations of staff's day-to-day practices ensure that any potential areas of concern are quickly identified and dealt with, so that the nursery continues to provide a high quality service.

All required documentation and record keeping for the safe organisation and management of the nursery, are highly effective in ensuring the smooth running of setting. Staff engage with parents and carers extremely well. Parents spoken to during the inspection comment on how much they value the nursery's educational provision for their children and that it is a huge support for them. Staff, parents and other professionals work very well together to effectively support and promote children's development and learning. The comprehensive monitoring of children's progress, particularly in the prime areas of learning, means that staff very quickly identify where additional support may be needed and provide it immediately by adapting or changing activities. Strong links with other agencies and other providers, such as on transfer to school, ensure that children's specific learning needs are familiar to the new setting and can be planned for.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY467476
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	939669
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	25
<b>Number of children on roll</b>	29
<b>Name of provider</b>	The Education Fellowship Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01933317926

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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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