

# First Friends PDN

141 Chaddesden Park Road, CHADDESSEN, Derby, Derbyshire, DE21 6HP

<b>Inspection date</b>	30/10/2014
Previous inspection date	12/04/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 very busy and engaged in the interesting and stimulating activities through which they make very good progress. Teaching is good and staff adapt their planning to suit the needs and interests of individual children.
- Children are safe at the nursery because staff are vigilant in their supervision, and implement the effective safeguarding policies and procedures at all times.
- The manager has developed a very thorough and well-documented system for monitoring and self-evaluation, which means that there is continuous improvement in all aspects of the nursery provision and children receive a high standard of care and learning.
- Children are happy, confident and comfortable in their surroundings. Staff have developed strong relationships with children and parents ensuring children's well-being is promoted well.

### It is not yet outstanding because

- Children's play is sometimes interrupted to take part in group activities. As a result, they are not always able to pursue their own learning and complete the tasks they have set themselves, to their satisfaction.
- There is not always enough space outside to enable pre-school children to use wheeled toys and bicycles effectively. Consequently, they are not always able to maximise some of their physical skills, such as pedalling, as effectively as possible.

## 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.

## Inspection activities

- The inspector held discussions with the manager and owner and spoke to the staff, children and parents.
- The inspector observed children while they played both inside and outdoors and at meal times.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records, learning journal records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the nursery's documentation and the nursery's policies and procedures, including safeguarding procedures.

## Inspector

Janice Hughes

## Full report

### Information about the setting

First Friends Private Day Nursery opened in 1999 and is on the Early Years Register. It is one of four establishments owned by First Friends Private Day Nursery Limited. It operates from a two-storey, self-contained building situated in Chaddesden, on the outskirts of Derby City. Children are cared for on both levels of the nursery. All children share access to an enclosed outdoor area. The nursery is open all year round with the exception of bank holidays. It is open Monday to Friday, from 7.45am to 6pm. There are currently 62 children on roll; all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It also cares for children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 14 staff who work directly with the children. Nine staff hold appropriate early years qualifications at level 3 and one member of staff holds a qualification at level 2. There is one member of staff who is unqualified. The senior staff hold early years qualifications; one at level 4 and one at level 5. The manager has Early Years Professional status. The nursery receives support from the local authority and has developed links with the local schools.

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

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

- review children's routine, to ensure their play is not always interrupted to participate in group times and enables them to pursue their chosen activities, so that they can complete their tasks to their satisfaction
- develop the outdoor space, so that older children can use the bicycles and wheeled toys effectively, to help develop their pedalling skills efficiently, to increase their physical development.

### Inspection judgements

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

Staff provide an atmosphere across the nursery that is busy and purposeful. They work very well together to ensure the smooth delivery of the planned and child-initiated activities. Staff have good knowledge of the Early Years Foundation Stage, which enables them to plan an educational programme that is varied and balanced across all areas of learning. Children thrive because staff recognise the uniqueness of each child and support their learning and development very well in relation to their starting points. Staff successfully weave individual planning for their key children into the daily routine. As a result, staff are able to use the information they gather to provide challenging opportunities for children to learn and develop. Staff observe children regularly and

complete effective assessments that are clear and precise. As a result, staff can identify gaps in children's learning and successfully complete the progress check for children between the ages of two and three years. This means early intervention can take place to target specific issues or problems to help individual children's learning. Children who speak English as an additional language are well supported, as staff begin by encouraging children to repeat single words in English accompanied by a picture. They use basic words in children's home languages, which parents help them to pronounce. Children with special educational needs and/or disabilities are supported well through close partnerships with parents and other professionals. Staff adapt their interactions to support their individual needs and enable them to join in activities. As a result, all children make good progress given their starting points. Parents are actively encouraged to contribute to their child's assessment records by adding their observations of their child's progress at home. Staff use their assessments and information from parents to accurately identify children's interests and learning needs. Staff actively share information with parents, such as their children's learning journal records. This two-way communication means that both parties are aware of the children's current achievements which benefits children's development.

Children are highly motivated and fully engage in the balance of adult-led and child-initiated activities, most of the time. Staff promote children's confidence, self-esteem and independence skills well throughout the nursery. This effectively helps children to acquire good skills in preparation for their readiness for school and future learning. Staff have a very good understanding that children learn best through play and their teaching is generally effective. Staff provide skilful, close support and attention to children while they play. For example, pre-school children become engrossed in the construction area. They play with the large boxes and repair them using tape and scissors effectively, demonstrating good small muscle control and problem-solving skills. Staff support the activity very well, giving children time to think critically, come up with their own ideas and have a go. Children estimate and count the pieces of tape they have cut, using their mathematical skills effectively while they play. Staff ask questions to help them initiate their play and extend their learning. Children show good teamwork and social skills as they help each other to cut, position and stick the tape. Children show they are very active learners, using their language skills purposefully and thoroughly and enjoying their play, as they are well motivated and enthused by the activity. However, the children's play is interrupted by staff who ask them to take part in a sounds and letter activity. They do so willingly but some children are not inspired by the content of the activity and become fidgety and are less motivated or engaged. Consequently, children are not always able to pursue their learning without interruption, to complete their own activities to their satisfaction. Children have many opportunities to use a variety of tools, to enhance their handling skills. For example, they use chunky chinks, play dough and role-play tools, scissors and crayons. They write for purpose as they write their names and letters to their parents, which enhances their literacy skills.

Children enjoy playing in the outdoor area, where they can develop most of their physical skills well. Children from an early age are encouraged to explore how their bodies work and movement skills. Younger children learn to crawl and walk and older children take challenging risks as they explore the adventure equipment. As a result, they jump, climb and balance skilfully, as they manoeuvre through the train and along the bridge. The older children negotiate the obstacles as best they can as they pedal the bicycles and push the

sit and ride toys around the garden. However, due to the amount of resources provided and the very young children being present, they find it difficult to pedal without having to stop, or they bump into items. Consequently, children do not have enough space to enable them to fully develop their pedalling skills to ride their bicycles effectively. Children play imaginatively and use creative skills well. For example, they excitedly play in the mud kitchen. Here, children dig and make a mixture of custard and chocolate cake; they chat to each other and staff about their creations. They pretend to cook the custard and tell the inspector confidently that 'it is nice to eat'. Children explore the texture of mud and learn about volume as they pour the mixture into different sized containers, developing their understanding of measurement. Staff skilfully know when to stand back and watch and when to intervene to promote effective learning. Staff teach early mathematical skills through play. Pre-school children confidently count as they play and learn. Children learn well about the natural world; they grow plants and vegetables and hunt for mini-beasts, which helps their investigative skills. Younger children have opportunities to develop their sensory skills. For example, they explore jelly and let it run through their fingers. They giggle and repeat their actions as staff encourage them well. They thoroughly enjoy using the equipment in the delightful sensory room. Children handle toys, passing them from one and to the other, and learn how things work as they press buttons and lights flash on and off. They further enjoy playing with the kitchen toys as they press the kettle on and listen to the noise it makes. This helps them to learn about cause and effect, which enhances their early technology skills.

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

Children are settled and eager to engage in their activities on arrival. They burst through the door with enthusiasm, knowing the routine as they remove their coats and point out their pegs to parents and carers confidently. Staff get to know children and their families well and share regular information about children's needs so that these are fully met. Staff work with parents on children's care routines, such as sleep times and potty training, so that children have continuity of care, which helps them feel safe and secure. Children are very happy in the welcoming, family environment of the nursery. Staff are caring and aware of children's individual needs and how they prefer to be comforted if they are tired or distressed. Staff are very positive in their interactions with children at all times and this helps children to feel emotionally secure. The settling-in process is effective and supports children in building strong relationships with staff. Parents stay with children for sessions until they are ready to be left. Children's confidence increases as they form close bonds with their key person, and there are very good relationships between all staff and children. Moves to new rooms and to school are managed sensitively, and parents are involved at each stage. This means that both children and parents become familiar with the child's new key person or their school teachers, and information is shared so that the children's needs continue to be met. Children are well prepared emotionally for school through listening to stories and discussions about what they can expect to do there.

Children's health is actively promoted through the familiar and consistent routines. The risk of the spread of infection is minimised as staff take care when attending to children's personal care needs and remind the children about hand washing when necessary. Staff hold current first-aid certificates and manage minor injuries and accidents sensitively,

offering caring cuddles and treatment where necessary. Parents are kept informed of any accidents through the completion of records, which they sign. Children's independence is promoted effectively in every room. Young babies and toddlers are encouraged to start to learn how to dress themselves by putting their arms into the sleeve of their coat. Pre-school children put on their own coats and shoes to play outside. A healthy and nutritional diet is provided and staff take account of any food allergies children have to ensure their safety. Children enjoy fruit for snack and try foods, such as chicken enchiladas followed by semolina for lunch. They access their own water bottles throughout the day and pre-school children learn to serve themselves their food at lunchtime well. Younger children are helped by staff as they learn these routines. Children chat to each other and staff at meal times to develop their social skills, and staff observe hygienic practice as they wipe the tables before children have their desserts. Children are active each day and play outdoors and learn the importance of exercise. They learn to manage risks safely as they use the equipment effectively with close supervision.

Children are accommodated in a bright and welcoming nursery that offers a stimulating environment to promote their learning. Children use an abundance of easily accessible resources and make choices in their play and learning. They enjoy a wide range of equipment, both indoors and outdoors, and it supports children's curiosity and exploration very well. Children play in large rooms inside, which gives good space for children to move around safely. Children learn to share, show consideration for others and moderate their own behaviour, taking account of their age and levels of understanding. Older children show the traits of positive behaviour as they are encouraged to develop skills in negotiating and compromising, learning valuable lessons for their future. Younger children are supervised closely as they develop an awareness of the needs of others as well as their own. Where a child's behaviour may give cause for concern, the key person works closely with parents to develop effective plans and a consistent approach to moderating and improving such concerns. Good links with other professionals and agencies also support this process, meaning that children's needs are addressed well.

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

Leadership and management are strengths of the nursery. The manager and her team have worked hard to ensure that the quality of care and education is of a good standard. Children's safety is given the utmost importance. Security is very good with a coded access system to the main entrance. The outdoor areas are completely fenced and gates are secured at all times. This enables children to play safely at all times. Staff fully understand the procedures for safeguarding children and reporting any concerns they have in relation to child protection. Recruitment procedures are robust and ensure that all staff are suitable to work with children. All required checks are completed and evidence is available in each staff member's file, for example, Disclosure and Barring Service checks, references and induction processes. The manager and staff complete and implement detailed risk assessments for the whole of the premises. This ensures that children's continual safety is promoted to a high level. Records sampled on the day of the inspection, such as attendance, medication and accident records indicate that all requirements are met in order that children's safety and well-being is promoted

effectively.

Almost all staff working with the children are qualified and there is a clear management structure to provide effective guidance and support at all times. The manager conducts effective supervisions and appraisals with staff. As a result, staff's performance is monitored well and ensures children receive good care and teaching. Staff attend training to enhance their practice, which in turn benefits all children as they are taught by knowledgeable staff. The manager also monitors children's progress well. She has a good overview of the curriculum through monitoring of the educational programmes and observing staff practices. This ensures that a broad range of experiences are provided to ensure children make good progress towards the early learning goals. There is an effective monitoring system in place to enable the manager to have a clear understanding of the progress different groups of children are making. As a result, she is able to give support and make changes as needed to ensure all children continue to progress well in their learning. Self-evaluation processes are effective and there is a clear development plan in place. Staff, parents and children are involved through listening to the voice of the child and questionnaires are given to parents to gather their views.

Staff are fully committed to engaging with other professionals. As a result, children with special educational needs and/or disabilities and children who have English as an additional language receive the support they need. Staff share a comprehensive range of policies and procedures with parents. They also display information around the nursery in relation to the Early Years Foundation Stage so that they are fully informed on what is provided for their children. Parents and carers spoken to on the day of the inspection are extremely complimentary about the nursery. They say that 'staff are wonderful' and that they have 'detailed information about their child and the progress they are making'. Other comments include that 'staff have been proactive in securing the support my child needs' and 'there have been many changes to the environment for the better'. Good links with other local early years providers and schools mean that staff regularly engage in mutual support and the sharing of ideas and best practice. Staff share information with childminders and other settings that children attend so that their welfare is protected and their learning is complemented.

## 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>	206106
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	876255
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	62
<b>Name of provider</b>	First Friends P.D.N. Limited
<b>Date of previous inspection</b>	12/04/2010
<b>Telephone number</b>	01332 677660

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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