

# 1st Friends Day Nursery

Chapel Path, Barrack Road, Bexhill-on-Sea, East Sussex, TN40 2AA

<b>Inspection date</b>	03/12/2014
Previous inspection date	09/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Managers have a strong vision for the development of the nursery, and are implementing plans which focus on the benefits for children.
- Children enjoy good opportunities to develop early writing skills because staff thoughtfully provide writing materials in all areas of play.
- Staff give good support for children's thinking skills and independence, facilitating their play and asking open questions which engage children in decision-making.
- Children and babies are well cared for, and staff build warm and affectionate relationships with them. This helps them to feel settled and secure.

### It is not yet outstanding because

- The outdoor play areas lack challenge and interest in some areas, which affects those children who have more active learning styles.

## 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 at play outdoors and in each indoor play area.
- The inspector examined a range of documentation, including policies, records and children's learning journals.
- The inspector discussed safeguarding and monitoring with the manager and one of the owners of the nursery.
- The inspector and manager carried out a joint observation.

## Inspector

Susan McCourt

## Full report

### Information about the setting

1st Friends Day Nursery is one of three nurseries run by the owners and opened in 2005. It operates from a converted Chapel, with use of four rooms for the children on two floors. There is a staircase between the levels and although there is no lift there is outdoor access to an entrance on each floor. Children have access to the enclosed outdoor play area. The nursery is situated in a residential area on the outskirts of Bexhill. It is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are currently 50 children aged from birth to under five years on roll. The nursery currently supports children with special educational needs and/or disabilities and children with English as an additional language. There are 11 members of staff. The registered person has Early Years Professional status and nine staff hold early years qualifications to at least NVQ level 3. The setting provides funded early education for children aged two, three and four years.

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

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

- enhance the outdoor area to provide more challenge and interest for children as part of the continuous provision.

### Inspection judgements

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

Staff have a good understanding of how to meet the learning and development requirements. They plan a wide range of interesting and challenging activities that cover all areas of learning. Staff are very skilled at facilitating child-initiated play and foster children's problem-solving skills well. This means that children can be very independent in their play and make decisions about setting their own challenges. As a result, children make good progress in their learning and development.

Staff have good teaching skills. They adapt their conversation when talking with children of different ages in order to foster good communication skills. For example, staff talked to babies in reassuring tones with lots of eye contact and clear single words. With toddlers, staff use longer sentences and include a wide vocabulary to consolidate and extend what children know. Pre-school aged children benefited from lengthy conversations with staff and each other, using language to plan and describe what they were doing. This means that children have good opportunities to become mature communicators. Staff provide a wealth of play equipment and resources which children find enticing, engaging them in self-directed, purposeful play. For example, children played at washing clothes using empty detergent bottles and play clothes, loading a machine in the home corner and

enjoying role play. As more children joined in, they gave themselves different tasks, so one child pegged things on a line, two children pretended to iron clothes and one child folded them up. Staff facilitated this by adding extra resources meaning that more children could have an empty detergent bottle, or extra clothes to handle. Staff also taught specific skills such as how to use the pegs and iron. This meant that the children played for a long time, being cooperative and chatting as they extended their play.

Staff give strong support to children's thinking skills. Staff ask children what they think as soon as they can talk, and provide resources which stimulate conversation. Toddlers looked at sealed plastic bags of kidney beans or rice pudding and staff asked children what they thought. When children guessed that they were grapes or custard, staff said 'they are purple like grapes, and the same shape, good idea!' This reinforced children's confidence in making connections, and when staff named the food, extended their knowledge. Similarly, staff facilitated pre-school-aged children to work out how they could get dry sand to stick to make buildings. Staff used open questions and gave children time to respond, so they came up with their own solutions. As a result, children are thoughtful and skilled at critical thinking. Children have good opportunities to develop early writing skills because staff thoughtfully provide writing materials in every area of play, including outdoors. In this way, children can write or draw as part of anything they do, and spontaneously add writing to their free play.

Staff have a strongly consistent approach to assessing and planning for children's learning. They meet with parents when children start to find out about children's current abilities and interests. Staff then plan activities and lay out resources which will engage all children. Staff make frequent observations of children's achievements and relate them to the different areas of learning. The child's key person writes a summary review of their progress every term and devises their next steps. This document is given to parents with ideas for how to complement children's learning at home. This promotes a strong partnership between staff and parents. Staff plan activities targeted at individual children's next steps and if children achieve a next step before the next review, staff devise a new one to extend learning further. The staff team work together with senior staff and managers to moderate and track children's learning against expected levels of development. This means that they can identify and address any achievement gaps using individual education plans or specific support. The summary reviews form the basis of the progress check at age two. Tracking documents show that children make good progress in their learning.

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

Staff are effective key persons for children. The key person is assigned when children start at the nursery, and as they move into the older age groups on which care is based. The new key person meets with the parents in each case to discuss the child's current abilities, needs and interests and explain how the provision works. As children progress through the nursery, they visit their new group on several occasions before moving on, which helps them to settle and feel confident. Staff are knowledgeable about children's individual routines, particularly the babies'. They diligently follow babies' routines so that babies are

content and happy. Where children have additional needs, staff give careful consideration to the implications for their key relationships. As a result, some children have one-to-one support, or may have two key persons who work closely together. Staff create a strong learning environment with a wide range of good quality resources which children can use independently. Children combine resources to set their own challenges, such as bringing together hats, books, a keyboard and a driver's wheel to play at being fire-fighters. Staff take equipment outdoors and offer the same good quality play as a result. However, the outdoor spaces have not been fully developed to provide the quality of continuous provision which is available indoors. This has an impact on children with active learning styles.

Children benefit from good opportunities to learn about healthy lifestyles. They eat well-balanced, nutritious snacks and meals. Children serve themselves and help to lay the tables and clear their plates. Staff follow well-established hygiene routines and review their procedures regularly. For example, they enhanced their nappy changing routines to record when nappies were checked as well as when they were changed. Children know to wash their hands after messy play and before eating, and staff who handle food have specific training to do so. This helps to minimise the potential for cross-infection. Children enjoy a wide range of activities which build their small muscle development. They use different tools such as pegs, tongs and large tweezer-tongs as well as pens and paintbrushes. They enjoy action songs which engage them in vigorous play and use bikes and ride-on toys with skill. Staff teach children how to keep safe when using the stairs, bikes and tools such as brooms.

Children's behaviour is good. They understand how to play cooperatively and negotiate with each other about what to play. Children understand how to take turns and show respect for each other's belongings. They know that certain rules are useful in group games and remind each other how to play. Children know what is expected of them because staff are very clear about what is unacceptable behaviour and also give lots of praise when children do well. Children enjoy taking responsibility for their personal belongings and for tasks such as sweeping up sand. Staff value children's play, giving them time to finish what they are doing and this helps children to understand how to value their friends. Overall, children gain strong skills to help them in their future learning.

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

Managers and staff have a good understanding of how to meet the safeguarding and welfare requirements. The nursery owners follow safer recruitment policies and check the suitability of all staff at the time of appointment with ongoing checks during employment. They review safeguarding policies and procedures and test staff's understanding of their role and responsibility. All staff do training in child protection have safeguarding information posted around the building. As a result, staff know how to take action should they have concerns about the welfare of a child and follow wider safeguarding procedures. For example, they consistently check who has authority to collect a child, and contact parents if there is the slightest doubt. Staff have a rigorous and thorough induction which

includes specific training in paediatric first aid and health and safety. There is also a policy on e-safety, which protects children and families online. Staff maintain documentation about accidents, medication and children's records in a very professional manner which builds a strong foundation for children's well-being.

At the time of inspection the manager was new in post and is working closely with the owners, staff and families to identify and implement a well-targeted action plan. The manager works alongside staff in the playrooms and has a good understanding of the strengths and areas for improvement. The manager gives staff individual coaching and mentoring, and staff work very effectively together to meet the needs of children. Staff say that they value the support they receive from the manager and colleagues. The manager carries out audits of how children use the rooms and combines this with information from tracking data. Analysing the achievement levels of groups of children, such as boys, or children aged two, means that the manager can address any achievement gaps. When taking such action, the manager considers when and how to review the changes made, to make sure they are having the intended impact. This means that changes are focused on the benefits for children.

Staff build strong partnerships with parents. Parents exchange information at verbal handovers and also use contact diaries which note the care information for younger children. Parents attend specific events to discuss children's progress twice each year as well as social events such as Christmas sing-alongs. The manager has involved parents in the changes being made to the nursery, and parents say that they are happy with the information they are receiving. Parents appreciate the quality of interaction between staff and children and note how much progress their children are making. Staff work closely with receiving schools to help children with the transfer to reception class. Teachers meet the children in the nursery, and staff sit with children to go through specially made books about their new school. Where children have additional needs, staff signpost parents to sources of support and also secure the help children need within nursery, such as funding for one-to-one care. This means that children benefit from consistent care.

### **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>	EY312656
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	987873
<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>	57
<b>Number of children on roll</b>	50
<b>Name of provider</b>	1st Friends Day Nursery Ltd
<b>Date of previous inspection</b>	09/02/2009
<b>Telephone number</b>	01424 730 575

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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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