

# First Friends Pre-School

Great Waldingfield VC Primary School, Folly Road, Great Waldingfield, Sudbury, Suffolk, CO10 0RR

<b>Inspection date</b>	04/12/2014
Previous inspection date	09/11/2010

<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

- Staff plan effectively to meet the needs of all the children who attend. The quality of teaching is strong. Consequently, children are making good progress across all the areas of learning.
- Partnerships with parents and other professionals are good. The manager and the committee promote a collaborative approach. Children's development is consistently supported both in the setting and at home because of these strong links.
- Staff are vigilant about children's safety. Robust policies and procedures are in place and understood by all the staff. As a result, children are well safeguarded.
- Self-evaluation is accurate and mirrors the setting's practice. Consequently, many areas for improvement have been achieved, promoting a good quality of care and education for all children.

### It is not yet outstanding because

- Younger children's understanding of good hygiene is not always promoted to the optimum, as staff do not always use everyday routines, such as nappy changing, to engage in conversation, or use pictorial prompts to reinforce good habits from an early age.
- Staff are less focused on providing children with resources that reflect a wider range of cultures, faiths, practices and events, in order to promote their understanding of the wider world.

## 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 observed activities in the two rooms used and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and a member of the committee, and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Kerr Cobbett

## Full report

### Information about the setting

First Friends Pre-School opened in 2005 and is on the Early Years Register. It operates from purpose-built premises in the grounds of Great Waldingfield Primary School in Great Waldingfield near Sudbury, Suffolk. There is an enclosed playground for outdoor play. The setting is run by a committee and is accessible to all children. It employs eight members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to level 4. The setting opens during term time only from 9am to 3.30pm Monday to Thursday, and from 9am to 1pm on Fridays. There are currently 33 children on roll in the early years age range.

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

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

- enhance babies' and younger children's understanding of good hygiene practice, for example, by making even better use of nappy changing routines, talking to them about hand washing and using pictorial prompts, to reinforce good habits from an early age
- extend the good educational programme for understanding the world by reflecting a wider range of cultures, faiths, practices and events in displays, role-play resources and books.

## Inspection judgements

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

Staff have a clear understanding of children's learning and development. They are guided by the children's own ideas and spontaneous play. For example, children enjoy a small world activity with the wide range of vehicles on the carpet area. This activity has been provided because of previous observations made by the staff. This means staff are responsive to their key children's current interests. As a result of this approach, staff have been able to identify possible learning outcomes, which are promoted well during the activity. From this simple but effective activity, children learn about numbers, shape, space and measure, communication and language, personal, social and emotional development, as well as expressive arts and design. One child explains she needs to get petrol so her car will win the race, demonstrating how children are making connections in their learning through play. The children are very confident in the setting and express their emotions and feelings well. Staff are sensitive to this and ensure that all the children are listened to and feel valued. As a result, there are very few occasions where children demonstrate unwanted behaviour because they are fully engaged in their play.

Staff have a good understanding of how to adapt activities for the ages and stages of children present. They skilfully question older children to maximise the opportunities in their play. When younger children join in, staff are also confident and able to vary the conversation and activity to meet their individual needs, by role modelling language and using more simple instructions and sentences. As a result, children show high levels of engagement and most of the activities provide a valuable learning experience. However, there are fewer opportunities for children to have a positive impression of other cultures and faiths because the setting does not currently offer a range of resources that reflect these.

Staff complete meaningful observations of the children's development and document these in children's individual progress records. These observations enable staff to track children's development and help to identify where they need to plan, support and challenge individual children in their play. For example, the setting has a writing corner where children can explore a range of media and make marks on paper. This is then extended further when children are ready and able, by promoting early phonics. The staff guide the children to form the letters in their name. Therefore, children are being well prepared for school when the time comes because they have a wide range of skills to support their future education, as well as a very positive attitude towards learning.

On the day of the inspection, the setting ran a stay and play day, where parents joined their children in the setting to play and learn together. Parents' involvement in their children's learning is a key strength of this setting. Parents spoken to on the day of the inspection feel very well informed about their child's progress in a variety of ways, such as their individual progress records. Parents also observe their own children's growing independence during the session. For example, children independently wash their hands before having a snack and sit at a table where they pour their own drinks from small jugs and select what they want to eat. These stay and play sessions effectively encourage partnership working. This has a positive effect on children's progress because parents are able to see what their children are learning and how this can be supported at home.

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

The key person system is strong and provides maximum benefit to both the children and their families, which is evident in how settled and confident children are. Parents comment that they find all staff extremely supportive, particularly those parents with younger children, who have found it difficult to leave their child at a setting. Children are confident and inquisitive. They are happy to question things or people that they do not know. For example, they inquire about the inspection, asking the inspector why she is present and if she is there to play. This demonstrates that the setting provides a secure and safe environment because children are very aware of who is familiar to them and who is not. Children feel confident to ask questions during a visit from the local police. The staff use opportunities such as this to support children's understanding of how to keep themselves safe in the local community. Staff fully understand the importance of children feeling safe, secure and confident before they are able to show an eagerness and readiness to learn. This approach effectively supports children's emotional well-being and provides the smoothest of starts for them.

Children independently follow good hygiene routines and are reminded of the importance of washing their hands before snack and lunch time. A well-balanced variety of snacks are offered to children, including fresh fruit. This ensures that children enjoy food and experience a variety of tastes. Staff offer parents guidance about portion sizes and healthy options for their children's lunch box. Children have visits from the local dentist and focus one of the stay and play sessions specifically around this. There is also the opportunity for children to be provided with a hot lunch. This means that they receive consistent messages regarding healthy options and eating, which contributes to their healthy lifestyle. Outside, children have a variety of experiences which enable them to learn across the seven areas of learning. Staff demonstrate effective teaching skills by following the children's lead in play. One child completes a variety of balancing and dance moves around the enclosed play area, which the staff member copies. The child demonstrates his pride and self-confidence when he can lead an activity. Other areas in the garden have been enhanced and developed to provide a more natural experience for the children. For example, the wildlife area means that children can explore nature with bird feeders and look at the ducks in the pond. When one child holds a cup up to the air, staff quickly identify his thought process and talk to the child, who explains he is trying to catch the rain. Consequently, many of the learning opportunities that arise spontaneously are used to form a very enabling learning environment. Younger children are able to express if they feel cold and staff sensitively support their needs, going indoors to find gloves for them. Children choose when they want to play inside and staff follow their decisions with respect and understanding. Older children independently use the toilet and this works effectively in promoting their awareness of good hygiene routines. However, this is not always promoted so well for babies and toddlers. The nappy change area does not contain the same level of text and pictorial prompts as in the older children's bathroom area, to remind staff about talking to the younger children and reinforcing good hygiene habits from an early age.

The environment is stimulating, friendly and well resourced. All the resources are stored at a low level to encourage children's engagement. Children's behaviour is managed extremely well. Staff get down to children's level and calmly set their expectations out. They are very considerate of children's needs and identify feelings and emotions well. As a result, the focus is on a positive atmosphere of mutual respect and trust, which creates an effective learning environment. Children are very well prepared for transitions into other settings or school. Pre-visits are organised and teachers visit the children in the familiar surroundings of the setting. This fully supports children's well-being as they adjust to periods of change and transition, and prepares them well for school.

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

Safeguarding arrangements are strong. All staff have completed child protection training. Staff understand their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare. Staff recruitment and induction procedures are robust, helping to ensure that all those working with the children are suitable to do so. The stable staff team is very well established. They are proud that the

team is continually developing effectively because the staff know and understand one another very well. Risk assessments are thorough and as a result, children are cared for in a safe environment. Sampled documentation and records are well maintained, giving a strong indication that all required documentation is in place and firmly underpins children's safety and welfare.

Those in charge of the setting are passionate leaders. The monitoring of children's progress has recently been strengthened by the use of peer-on-peer observations to assess the quality of the staff practice. Regular staff meetings mean that any areas of development are quickly identified. This ensures that gaps in children's learning are flagged up straight away. This allows staff to act immediately if there is a concern for a child's progress, to ensure that gaps close swiftly and children make good progress. The manager monitors the educational programmes to ensure that they are broad and balanced, and reflect individual children's specific learning needs. Management has recently identified that the setting was completing too many observations and now there is a focus on the quality of the observations that they complete, rather than the quantity. The quality of teaching is closely monitored as the manager, and some of the committee members work actively within the setting. There are further plans to consolidate the use of peer-on-peer staff observations in supervisions as well as staff meetings, to help strengthen the quality of teaching further. This will support staff to enable children to consistently achieve the highest levels in all aspects of their learning.

Training is sought to enable individual staff members to reach their full potential and this has had a particularly positive impact on children. For example, staff have benefitted from training in relation to how best to promote the outside learning environment. They have succeeded in putting many of their ideas into practice. The result is that children are fully engaged in meaningful play in this area, and consequently progressing well in their learning. Self-evaluation is accurate. The manager is clear about plans for the setting's future, focusing very much on the partnerships with parents and other professionals and maintaining these as they have identified that this contributes significantly to the good progress children make. Feedback from parents and children is overwhelmingly positive. For example, children confidently explain what they enjoy doing at their setting, such as 'I love the dollies', and parents explain that they have noticed significant improvements in their children's development, particularly in independence. They also comment that they would not want to take them anywhere else. The setting works effectively in partnership with other providers, to prepare children for their eventual move to school.

## 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>	EY301142
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	861747
<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>	26
<b>Number of children on roll</b>	33
<b>Name of provider</b>	First Friends Committee
<b>Date of previous inspection</b>	09/11/2010
<b>Telephone number</b>	01787 882473

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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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