

First Friends Pre-School

Vincent Street Hall, Vincent Street, Crewe, CW1 4AA



Inspection date

28 January 2015

Previous inspection date

1 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Practitioners provide children with a wide range of activities to support all areas of learning and development. This supports children to make good progress in their learning.
- The pre-school provides a calm, relaxed and stimulating environment for children. As a result, children are engaged in play, eager to learn and their behaviour is good.
- The manager, through evaluation, identifies ways to improve the quality of the pre-school. Consequently, practice is adapted to make improvements and meet the needs of children.
- There is an effective settling-in process. This means that children settle quickly into pre-school and practitioners can plan activities that motivate children to learn.
- The manager has an effective system in place to monitor children's progress. Consequently, she identifies and addresses any gaps in children's learning and development.

It is not yet outstanding because:

- Parents do not receive all relevant information to keep them fully informed of their children's progress, limiting their ability to extend their children's learning at home.
- The manager does not always sufficiently focus supervision sessions on developing teaching practice to ensure standards are continually improving.
- Children's privacy is not always fully considered, particularly at nappy changing times.

What the setting needs to do to improve further

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

- share more information with parents about their children's progress and next steps, to keep them well informed and to support them in guiding their children's learning at home
- review nappy changing arrangements so that children's privacy is more carefully considered
- sharpen the focus of staff supervision sessions, in order to develop practice and raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed activities in the inside and outside play areas.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at a selection of children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector spoke with children and practitioners at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Michelle McMaster

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Teaching is good. Practitioners provide children with good opportunities to learn as they plan interesting and stimulating activities across all areas of learning. Practitioners plan activities through a story about a monster and a child to develop children's literacy and creative skills. Children recall events of the story, use their imagination in role-play and learn about animal habitats. Practitioners support children's language development by role modelling language, introducing new vocabulary and encouraging children to describe their creations as they use malleable materials to recreate the monster. As a result, children make good progress in their learning. Children benefit from time during the session where they explore, play and experiment independently. Consequently, children learn to make choices, build their confidence and self-esteem as they practise their skills in play. This ensures they are prepared to make the next steps in their learning or start school. Practitioners work with parents to gain information to support children's learning and development at pre-school. For example, when children join pre-school, parents share information about what their children can do and their interests. However, not all information about children's progress is consistently shared with parents. This limits parents' opportunities to extend their children's learning at home.

The contribution of the early years provision to the well-being of children is good

Children have formed positive relationships with their key person. Practitioners give children and their parents a warm welcome in the morning and give children any comfort needed to separate from their parents. Practitioners provide clear routines and boundaries. For example, children are given lots of warning when a change of routine is imminent and they know when to stop play. Children learn to take turns as practitioners support them to play fairly. This helps children feel confident, safe and secure. Children's good health is supported as they have plenty of opportunities to play outside in all weathers. They develop their physical skills and take challenges while playing with a variety of resources. Children learn independence and life skills as they help themselves to a healthy snack and are supported to pour their own drinks. However, the nappy changing facilities do not offer children full privacy.

The effectiveness of the leadership and management of the early years provision is good

The manager has a good knowledge and understanding of all requirements of the Early Years foundation Stage. She understands and has in place measures to keep children safe and ensure her team are knowledgeable. The manager effectively monitors all children's progress of learning and development. She directs practitioners to put in place intervention strategies and engages with other professionals when further support is required to ensure children make the best possible progress. The manager holds regular meetings with practitioners, including supervisions and annual appraisals. However, there is scope to improve these supervision sessions to focus more on the quality of teaching further, to raise the quality of teaching to the highest level.

Setting details

Unique reference number	305057
Local authority	Cheshire East
Inspection number	867565
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	23
Name of provider	First Friends Pre-School Playgroup Committee
Date of previous inspection	1 March 2010
Telephone number	01270 251912

First Friends Pre-school was registered in 1991. The pre-school is open during term time only, on a Monday, Tuesday, and Wednesday from 9.15am to 2.45pm and on a Thursday from 9.15am to 2.15pm. The pre-school receives funding for two-, three- and four-year-old children. There are five members of staff. Of these, four hold appropriate early years qualifications at level 2, 3, and 4 and one holds Early Years Professional status.

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