

# Franklin First Call

Franklin College, Chelmsford Avenue, Grimsby, North East Lincolnshire, DN34 5BY



<b>Inspection date</b>	3 February 2016
Previous inspection date	5 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff have a thorough understanding of children's interests and abilities. They use their knowledge well to plan interesting activities that helps to ensure all children make good progress in their learning.
- Staff place emphasis on developing children's personal, social and emotional skills. The children show high levels of confidence and independence in activities.
- All children, including those with special educational needs, are skilfully supported. The nursery staff provide specific and individualised educational plans for children. This helps all children make good progress.
- Staff provide a welcoming, warm and nurturing environment that helps children to thrive, feel safe and settle quickly. Children form good relationships with staff.
- The manager and staff have built successful partnerships with parents. They share information consistently with parents to support continuity in children's learning.
- The leadership and management are strong. There is a clear motivation to develop and improve the quality of the nursery. The manager and provider have high expectations and they accurately identify priorities for improvement.

### It is not yet outstanding because:

- Staff do not always plan adult-led activities well enough to make sure that all children who take part are able to benefit fully from them. They do not always make sure that as the session goes on, high levels of teaching are maintained and that there are sufficient types of resources to help all children learn as much as possible.

## What the setting needs to do to improve further

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

- plan adult-led activities more effectively and support all children who take part to learn as much as possible from them.

### Inspection activities

- The inspector observed the interactions between staff and children during activities indoors and outdoors to evaluate the quality of the teaching.
- The inspector observed an activity and evaluated this with the nursery manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation, such as the nursery's self-evaluation and improvement plan, evidence of the suitability of staff and their training records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Sharon Waterfall

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff receive regular safeguarding training and are aware of the procedures for referring any concerns. The manager and other designated staff take a lead role to ensure that safeguarding concerns are dealt with effectively. The staff and management team use effective systems to review the educational programmes and to track the progress of individual children. Staff are supported with a targeted programme of professional development. This helps them to continuously develop their knowledge and understanding of how children learn. The provider regularly evaluates the setting with the manager and together they effectively make continuous improvements. Parents speak very highly of the experienced and caring staff. They feel fully involved with their children's learning and progress.

### Quality of teaching, learning and assessment is good

Staff are enthusiastic and interact with children positively. They have a good understanding of how children learn and use this knowledge to plan inviting and purposeful activities. For example, children enjoy sensory play, exploring textures with their hands and making links to the pirate theme. Staff ask good questions to help children think and express their ideas. Children engage in the exciting experiences and are confident learners. While using recycled materials, the staff support the children to develop their ideas and designs. The children share resources well and help their friends to find the correct tools to use. Knowledge of number is developed, for example, as children count gold coins and cut their snack fruit into half. Babies have a secure base from which to explore the well-resourced environment. Children's communication skills are enhanced as staff copy the sounds and noises they make back to them. This promotes their confidence, as staff value their attempts to express themselves. Staff teach children early reading and writing skills. For example, staff help children learn to form and write the letters of their names. Staff model the sounds of the letters in the children's names and the first letter sounds of familiar words around them.

### Personal development, behaviour and welfare are good

Staff are kind; they show care and concern by quickly comforting children who are upset, in order to help them feel emotionally secure. Staff know each of their key children well and help them to feel valued and safe. For example, they use stories and puppets to explore feelings of safety and bravery when children begin at the nursery. Staff prepare children for starting school. For example, they explore how it feels to be a new child and the value of friendships through stories and discussions. Children learn good health and hygiene practices, and staff teach children about keeping safe. Children are able to be physically active, both indoors and outdoors, on a daily basis. They learn about people's differing cultures and develop a good awareness of diversity, tolerance and respect.

### Outcomes for children are good

All children make good progress relative to their starting points. Children are motivated to learn as they play. They participate in age-appropriate tasks and make independent choices. Children are well prepared for their next stage in learning.

## Setting details

<b>Unique reference number</b>	EY248035
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	860276
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	44
<b>Name of provider</b>	For Under Fives Limited
<b>Date of previous inspection</b>	5 December 2011
<b>Telephone number</b>	01472 875025

Franklin First Call registered in 2003. The nursery employs eight members of childcare staff. All hold appropriate early years qualifications. Two staff members have a qualification at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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