

# First Friends at Henley

Henley College, Henley Road, COVENTRY, CV2 1ED



<b>Inspection date</b>	11 March 2016
Previous inspection date	31 January 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 build secure bonds with children and have a good understanding of their individual needs. Time is spent getting to know each child and their parents during a gradual introduction into the nursery.
- Children are happy, settled and relaxed. They are confident in the daily routines and enjoy chatting to staff and their friends about things they have done at home with their families.
- Children enjoy time outdoors each day. They access a large garden, where they have opportunity to develop their physical skills, and enjoy walks in the local area.
- Staff take good steps to ensure children remain safe while in their care. Potential risks within the nursery and outdoors have been minimised. Staff also teach children about their own safety, for example, the safe way to hold and carry scissors.
- Staff support children who speak English as an additional language well. They work closely with parents to gather key words to aid communication while in nursery. Staff recognise and value the uniqueness of all children and celebrate differences.

### It is not yet outstanding because:

- Some electronic equipment provided does not support children's understanding of technology and how things work. Opportunities for children to gain a wider understanding of technology and how to make toys work in different ways are not made most effective use of.

## What the setting needs to do to improve further

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

- provide opportunities for children to gain a wider understanding of technology and making toys work in different ways and ensure that these resources are in good working order so that children can make the most frequent and beneficial use of them.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed an activity and discussed teaching methods with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the settings self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Tracey Boland

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are fully aware of how to protect children in their care from abuse and neglect. Recruitment, selection and vetting procedures for staff are thorough. Effective measures are in place to check the suitability of all staff. Records reflect the ongoing professional development of all staff. The manager monitors staff performance and a clear process for the supervision and appraisal of staff is in place. Peer observations support staff to evaluate their own practice. Relationships with parents are good. Staff work closely with parents to ensure the individual needs of each child are known and effectively met. Newsletters inform parents of any changes and forthcoming events.

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

Children enter a vibrant, welcoming environment and settle quickly into play. Staff use their knowledge of the children's interests and learning needs to provide activities that capture their interest. Staff monitor and track children's progress to ensure they make the best progress from their starting points. Babies explore different textures. Staff engage with them very well and respond to their babbling and emerging communication skills. Toddlers and older children develop confidence and independence in everyday routines. Their communication and language skills are supported well. Staff ask questions to encourage them to think about what they are doing. Children enjoy making their own dough, exploring the texture and feel of the ingredients as they measure the amount needed and mix them together.

### Personal development, behaviour and welfare are good

Staff work closely with parents to gather as much information as possible about their child during their gradual introduction into the nursery. Staff greet each child and their parents warmly each day and secure relationships develop. Children explore the natural world and delight in looking for insects within the nursery garden. Children's independence is nurtured. Older children serve their own meals and become competent in their personal care routines. Staff are sensitive to the needs of babies and toddlers and incorporate their individual routines into the daily routine. Children enjoy a variety of fresh foods each day that take account of their individual dietary needs and preferences. Mealtimes are successfully used to promote the children's social development and good manners. Children behave well. Staff support them as they learn to negotiate, share and take turns through play.

### Outcomes for children are good

All children make good progress in relation to their starting points. Children make choices with regard to their play. Staff support their communication and language skills well and celebrate the different home languages spoken by the children. Firm friendships form between children. They are supported by staff to develop their all-round skills in preparation for the move on to school. Children become confident individuals and develop good self-esteem. Assessment is thorough and enables staff to clearly identify the next steps in children's learning.

## Setting details

<b>Unique reference number</b>	EY226966
<b>Local authority</b>	Coventry
<b>Inspection number</b>	848237
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	97
<b>Name of provider</b>	Henley College
<b>Date of previous inspection</b>	31 January 2012
<b>Telephone number</b>	02476 626363

First Friends at Henley was registered in 2002. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8.30am until 5.30pm Monday to Thursday and 8.30am until 5pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs, as well as those who speak English as an additional language.

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