

First Friends Day Nursery

Pelsall Education Dev't Centre, Pelsall Lane, Rushall, Walsall, West Midlands, WS4 1NG



Inspection date

Previous inspection date

5 April 2016

9 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 know children very well through observations and assessments of their progress. This helps staff to build on children's learning from clear starting points. Staff close any gaps in children's learning quickly. Parents are well informed about their child's progress and activities and about the nursery's policies and procedures.
- Staff plan exciting and purposeful activities that engage children and challenge their thinking very well. Resources are of good quality, easily accessible and reflect children's interests. Children are challenged and stimulated very well by staff. They are very well prepared for the next stage in their learning.
- There are very good relationships between staff and children in this happy, caring and welcoming environment. Staff work closely with parents so that children receive consistency and their needs are met. Children's behaviour is excellent.
- Staff are well motivated and work as a strong team to monitor and evaluate the provision very effectively. There are good links with other professionals and early years providers. Staff share ideas and good practice and work together to support all children. Staff maintain continuous professional development and continually work to improve children's learning experiences.

It is not yet outstanding because:

- The nursery does not yet check the progress made by different groups of children. This means that leaders and managers cannot be sure children who require additional support make as much progress as possible.
- Staff have yet to find successful ways to guide all parents in supporting their child's learning at home so a shared approach is fully embraced.

What the setting needs to do to improve further

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

- develop the use of information gathered about children's progress to provide more detailed information about the progress of specific groups of children
- strengthen the partnership with parents so that all parents are guided successfully to support their child's learning both at home and at nursery.

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 completed a joint observation with the acting manager.
- The inspector held a meeting with the acting manager and the provider. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The management team ensures that staff understand and implement the effective policies and procedures. The nursery has recently had two changes of manager. The acting manager and the provider have worked extremely well together to ensure that children and parents experienced as little disruption as possible during the staff changes. The management team realises that they did not keep parents fully informed about all the recent building work. They now make sure they inform them about everything that will be happening at nursery and how it may affect the children. Policies have been amended to include the new procedures. The acting manager is very thorough in her monitoring of staff practice and in driving improvement in the nursery. Staff maintain good contact with the staff at the other settings children attend. They share information about children's progress and complement their learning.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good throughout the nursery. Staff use skilful questions to encourage children to think about the activities. They help all children to count during their daily routines. Children count how many are in the line to go outside and how many toy ducks they have when they sing a number song. Staff help them to count how many are left each time and support children's use of mathematical language. They talk about where the ducks live, what they might eat and about children's own related experiences. This gives quieter children more confidence at speaking in a small group. Staff make learning fun and build on children's next steps in learning effectively.

Personal development, behaviour and welfare are good

The very caring staff meet children's needs and comfort them if they are upset. Children are kind and thoughtful towards each other. They help to comfort babies by giving them a wicker ball to roll. Staff praise children frequently and they gain confidence and good self-esteem. Children enjoy nutritious snacks and meals. They grow a lot of their own fruit and vegetables so they find out which foods are healthy and how they grow. Children enjoy daily outdoor play and exercise. They learn to share and take turns and find out about a range of cultures. Children are very well prepared emotionally and developmentally for their move to new rooms in the nursery and to school. There are effective links with local schools and children have opportunities to become familiar with their new settings before they move.

Outcomes for children are good

Children develop an interest in stories and early literacy as these are promoted very well at the nursery. Children may choose from a wide range of books to take home to look at with their parents. Two- and three-year-old children enjoy a favourite story with a member of staff in a cosy area of their room. Children learn to count how many plastic bricks they use to build a tower. They match bricks to a written number and learn how to use mathematical skills in preparation for school. Children listen carefully and follow instructions well. They learn to be independent so they are ready for school.

Setting details

Unique reference number	254460
Local authority	Walsall
Inspection number	1044624
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	30
Number of children on roll	48
Name of provider	Manor Farm C.A. Committee
Date of previous inspection	9 October 2014
Telephone number	01922 691902

First Friends Day Nursery was registered in 2002. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 or 6. The nursery opens from Monday to Friday, all year round, except for a week over Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

