

My First Friends Nursery

The Old Courthouse, 11-13 Ednall Lane, Bromsgrove, Worcestershire, B60 2DF



Inspection date

18 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Managers and staff are welcoming and highly professional. The good communication between all members of the team helps to ensure the overall smooth running of the nursery.
- Children enjoy playing with a wide range of good quality toys and materials. Activities are based on children's interests and the environment supports their play and learning well. This means children explore freely, use their imagination and make good progress.
- Children's development is assessed and monitored to help identify the progress that they are making. Staff's good teaching enables all children to progress towards their next steps in learning. This helps prepare them for the next stage in their learning and for school.
- Children's communication and language are developing well. Staff are skilful at playing alongside children. They encourage them to talk about what they are doing and to repeat sounds and words as they play.
- The environment is exceptionally well laid out, secure and safe. All areas of the nursery are stimulating and interesting. Children are happy and well cared for, which helps to promote their well-being.

It is not yet outstanding because:

- The manager uses a variety of methods to help monitor and evaluate the quality of the nursery. However, this is not always highly effective in swiftly identifying any areas where practices within the nursery can be further enhanced.
- Although staff build good relationships with parents over time, they are not as strong as they could be when children first begin attending. On occasions, staffing in the baby room is not consistent, which means that parents do not always have a familiar person to talk to and pass on information regarding their child.

What the setting needs to do to improve further

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

- use monitoring and evaluation more robustly to swiftly identify and address any areas where the nursery can be developed and to build on the already good provision for the benefit of the children who attend
- find more ways to enhance the relationship between parents and staff when children first start to ensure there is always a consistent member of staff available for parents to talk to and to develop exceptionally strong links from the outset.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside.
- The inspector completed two joint observations, one with the manager and one with the owner.
- The inspector discussed the impact of self-evaluation and monitoring with the manager and owner.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Julia Galloway

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their safeguarding responsibilities and policies and procedures continue to be reviewed so that they contain the most up-to-date information. This helps to ensure that staff have the information that they need to take any action required to safeguard children. The manager and staff receive performance management to help them to continually raise the standard of their knowledge and practice. Induction procedures for new staff are thorough. They provide support and mentoring to ensure that staff have a good understanding of their roles. Staff are well qualified or working towards appropriate qualifications. They also attend a good range of additional training to help enhance their knowledge and skills.

Quality of teaching, learning and assessment is good

Staff gather information from parents about children's starting points when they begin. They use this to build on their own observations and continue to monitor and track children's progress. Overall, staff get to know children and they plan activities that are adapted effectively to promote individual learning needs. Teaching is strong because staff successfully engage children in exciting activities and experiences. They use every opportunity to teach children new things. For example, they encourage children to investigate a caterpillar that they find crawling in a tree. Children's creativity and imagination are fostered very well. Staff encourage children to dress up as pirates, create a treasure chest and go on a treasure hunt. The children thoroughly enjoy this as they work together to find the hidden jewels.

Personal development, behaviour and welfare are good

Very young children demonstrate the drive to do things for themselves, such as taking their own shoes and socks off to go for a paddle in a tray of water. Children benefit from access to the garden throughout the day. They skilfully negotiate space as they move around on ride-on toys. Staff help to promote children's small-muscle skills. Older children are confident to use scissors and mark-making equipment. Younger children master using cutlery confidently at mealtimes. Staff plan events, outings and activities to broaden children's experiences. Children are developing an understanding of the wider world around them and they enjoy planting and growing plants. Behaviour is good. Children develop good relationships with each other and are keen to help their friends. For example, they help each other to pour drinks from the water cooler.

Outcomes for children are good

All children, including those who receive government funding, make good overall progress in their learning and development. Children are gaining the skills that prepare them for school. Early literacy skills are developing well and older children are confident to ask staff for additional opportunities to attempt to write their names. Children listen well to instructions and take responsibility for their environment when it is their turn to have a daily job. All children appear happy, engaged and ready to undertake and learn from the varied range of opportunities that they are provided with throughout the day.

Setting details

Unique reference number	EY492491
Local authority	Worcestershire
Inspection number	1029707
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	57
Number of children on roll	33
Name of registered person	My First Friends Bromsgrove Limited
Registered person unique reference number	RP911651
Date of previous inspection	Not applicable
Telephone number	01527 912333

My First Friends Nursery was registered in 2015. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. 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.

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 2016

