

First Friends Pre-School

Ringway Primary School, Ringway, CHOPPINGTON, Northumberland, NE62 5YP



Inspection date

3 November 2016

Previous inspection date

27 February 2013

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

- Partnerships with parents are strong. Staff regularly share information with parents about their child's care and learning. The effective communication between parents and staff helps to ensure children's individual needs are met well.
- Staff, parents and children are meaningfully included in the self-evaluation processes of the pre-school. This helps to identify areas for further improvement that will benefit all children.
- Staff make frequent and detailed observations of children's learning in different circumstances and frequently gather information from parents to reinforce these assessments.
- Staff provide a warm and nurturing environment. They engage well with the children, fostering each child's strong emotional attachments within the nursery. This helps children to settle in quickly and begin to develop strong friendships with others around them.
- There are good links with the host school which most children move on to. Children visit the school and staff share information about children's learning. This helps children to make a positive progression to school and to adapt quickly to new routines.

It is not yet outstanding because:

- Although most staff have a clear understanding of what children need to learn next, this is not always effectively shared. Therefore, not every opportunity is taken to extend children's learning.
- The organisation of adult-led activities is not always flexible enough to enable children to make decisions and follow their own play ideas.

What the setting needs to do to improve further

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

- develop the methods for sharing information between staff to help them support what children need to learn next more consistently
- improve the organisation of adult-led activities to enable children to make decisions and follow their own play ideas to help support their independent learning even further.

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 headteacher.
- The inspector held a meeting with the headteacher and manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are trained in child protection. They have a secure understanding of the procedures to follow if they have any concerns about a child. All areas of the nursery are vigilantly checked throughout the day to keep all children safe and well. Staff recruitment is thorough and induction procedures ensure all newly recruited staff are effectively supported and monitored. A detailed analysis of children's progress over time is completed. This means that any gaps in learning for individuals or groups of children are identified and rectified quickly. The manager monitors the effectiveness and quality of teaching with support from the headteacher. This encourages the professional development of staff and helps to maintain a consistently good approach to teaching and children's learning.

Quality of teaching, learning and assessment is good

The well-qualified staff team plans a wide range of purposeful, practical activities that show a good understanding of how young children learn. Children's communication and language skills are prioritised. Staff consistently ask questions and prompt discussion about what children are doing so that all groups of children extend their knowledge of new language swiftly. Staff plan activities that are well thought through to provide a range of skills and opportunities. For example, children learn it is far easier to blow the pompom off its peg than the heavy marble. They also learn to count as they are challenged to count the number of pegs. Older children are developing early reading skills well. They welcome regular opportunities to share and listen to a story and join in enthusiastically with rhymes. Children identify their own names when they register at the start of the session. They frequently make marks with felt tip pens, crayons and pencils, using these to represent writing on many different surfaces from sand to paper.

Personal development, behaviour and welfare are good

Children are happy to arrive at pre-school. Few have trouble leaving their parent and most set off eagerly to explore the activities on offer. Staff are gentle but firm as they lead and coax the youngest children who are still learning how to behave in the nursery. Older children play together harmoniously, sharing resources and taking turns. Children's health and physical skills are supported well. For example, they benefit from being able to spend time in the garden and are offered healthy snacks and drinks. Staff help children to keep themselves safe through the sensitive way they explain their expectations and help children to express their feelings and communicate their needs.

Outcomes for children are good

All children, including those in receipt of funding, are working comfortably within the typical range of development for their age. The exciting range of activities means children develop a positive interest in learning. Older children's self-confidence is developing strongly. They are confident to approach and talk with unfamiliar visitors, engaging them in their imaginative play. Children listen to instructions well and help to carry out small tasks, such as tidying away toys. They are developing the key skills they need to support them with their move to school.

Setting details

Unique reference number	EY361308
Local authority	Northumberland
Inspection number	1065033
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	63
Name of registered person	First Friends Pre-School Committee
Registered person unique reference number	RP527285
Date of previous inspection	27 February 2013
Telephone number	01670813463

First Friends Pre-School has been registered since 2008. The pre-school employs seven members of staff. Of these, one holds qualified teacher status, two hold early years professional status, one holds an appropriate early years qualification at level 4, one at level 3 and two at level 2. The pre-school opens Monday to Friday term time only. Sessions are from 8.45am until 11.45am and from 12.15pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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