

My First Friends Nursery

Ashbrook Drive, Rubery, Rednal, Birmingham, West Midlands, B45 9FP



Inspection date

4 January 2017

Previous inspection date

7 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Good	2
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is good

- Managers and staff astutely assess and check children's progress. They skilfully focus planning and teaching on building on children's interests and learning needs, ensuring they achieve at the highest level. Information from monitoring children's learning and development is also used to highlight and successfully tackle any underachievement or gaps in the curriculum.
- Provision for children who have special educational needs and disabilities is exemplary. The staff work conscientiously with parents and other agencies to precisely assess each child's needs and to give them clear and targeted, well-coordinated support. Staff skilfully apply different techniques and use specialised equipment so that children progress well.
- Children thoroughly enjoy learning. They relish the exciting activities, interesting resources and stimulating, child-friendly surroundings. Staff inspire children to be confident, creative and purposeful. Children take a lively interest in adult-led activities, are keen to try new experiences and challenges, and readily make suggestions and develop their own ideas for play.
- Children are extremely happy and settled. When they start at nursery or move to a new room, they and their parents are given plenty of time to get to know the staff, surroundings and routines. Adults are attentive, kind and encouraging. Children soon form close bonds with them and the other children and become confident to explore their very comfortable, inviting and well-equipped surroundings.

It is not yet outstanding because:

- Although there are clear procedures for managing children's allergies and dietary needs, recently a child's well-being was not fully promoted. Staff did not follow up a parent's wishes regarding their child's food preferences.

What the setting needs to do to improve further

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

- implement procedures to manage children's food preferences more effectively.

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 joint observations of two activities with the nursery manager and deputy manager.
- The inspector held meetings with the provider, nursery manager and deputy manager and discussed the nursery's self-evaluation and plans for improvement.
- The inspector looked at relevant documentation, including policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views from her discussions with them during the inspection and from their written feedback to the provider.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

The provider and managers astutely evaluate the nursery's provision and plan for improvement. This includes implementing online observations and assessments to enhance information sharing with parents about children's learning. Robust recruitment, staff performance and training procedures mean that managers and staff are well qualified and knowledgeable. Recent in-house training, new resources and additional funding have helped staff to raise children's attainment in mathematics and understanding of the world. Positive relationships with parents ensure staff fully understand and plan effectively for children's interests and abilities. Parents welcome staff's comprehensive feedback about children's activities and progress. Arrangements for safeguarding are effective. Managers and staff attend regular training and have a thorough knowledge of abuse and neglect. They conscientiously work with vulnerable children, families and other agencies to carefully monitor children's welfare and to take prompt action if they have any concerns.

Quality of teaching, learning and assessment is outstanding

Staff are highly skilled teachers who reflect children's different ways of learning, interests and ideas. They very successfully follow up children's next steps for learning and promote their rapid progress. Staff interact well with children who eagerly join in, concentrate and persevere. They adeptly enhance children's understanding and skills. For example, while using the interactive whiteboard, a member of staff shows children how to use information technology to give them ideas for movement and dance. She encourages children to use mathematical language to describe the size and position of streamers they are using. They discuss Chinese New Year celebrations as they look at a film featuring a dragon dance. Children eagerly explore and create. Babies investigate shape, texture and sound when playing with musical instruments. Toddlers experiment with glue, collage materials and paint and older children create colourful and imaginative collections, pictures and models.

Personal development, behaviour and welfare are good

Children are generally looked after well. Staff confidently manage children's allergies and complex health needs. Recently management acted swiftly to improve staff's practice in managing children's food preferences. Staff conscientiously promote children's comfort, rest and growing independence in seeing to their personal care. Children relish being outdoors and competently use a wide range of apparatus and wheeled toys. Staff carefully supervise children. They teach them how to safely use tools, utensils and equipment and to understand issues relating to their personal safety. Children behave and get on well. They socialise and chat during relaxed mealtimes and show kindness towards each other. Staff adeptly promote children's awareness of other people's lives and customs.

Outcomes for children are outstanding

Children make outstanding progress and are very well-prepared for their future learning. They are confident, imaginative and resourceful. Children use expressive language to describe, recall and solve problems. They accurately count and recognise numbers, colours, shapes and sizes. Children relish well-told stories, songs and rhymes. They eagerly identify and match letters and sounds and practise early writing.

Setting details

Unique reference number	EY294057
Local authority	Birmingham
Inspection number	1080688
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	120
Number of children on roll	146
Name of registered person	My First Friends Limited
Registered person unique reference number	RP911652
Date of previous inspection	7 May 2013
Telephone number	0121 453 6206

My First Friends Nursery was registered in 2004. The nursery employs 31 members of childcare staff. Of these, 29 hold appropriate early years qualifications to at least level 2 or 3, including a member of staff who has a degree and three staff who have early years foundation degrees. The nursery also employs administrative staff, a chef, chef's assistant and a cleaner. The nursery opens from Monday to Friday and all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs and disabilities. There are close links with a local children's centre.

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