

First Friends Nursery and Pre-School



Belle Vue Primary School, Beaver Road, CARLISLE, CA2 7PT

Inspection date	18 September 2017
Previous inspection date	3 June 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

- The nursery is well managed by a dedicated, highly committed, knowledgeable and experienced staff team, who effectively support good outcomes for all children.
- Staff provide a nurturing environment where children and families are warmly welcomed. They work together in close partnership with parents, other settings and other professionals to support all children in their care and learning needs.
- Children are very well behaved. Staff support children to develop positive attitudes towards each other. They act as good role models and relate to children in a calm and sensitive manner. Staff constantly praise children and provide them with clear and consistent messages to further develop their self-esteem and confidence.
- The quality of teaching is good. Staff have a good understanding of children's current abilities to ensure that their individual needs are effectively met.
- Effective planning and assessment systems are in place. Staff skilfully observe children as they play and plan further activities that help children to develop the skills they need to learn next. All children make good progress from their starting points, which securely underpins their future learning.

It is not yet outstanding because:

- The manager does not always monitor the effectiveness of staff's performance rigorously enough and fully identify their professional development needs.
- Staff do not maximise all opportunities for extending children's understanding of the differences between people and communities beyond their own immediate experience.

What the setting needs to do to improve further

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

- build on current staff monitoring systems even further to raise the quality of staff practice to an even higher level
- extend children's understanding of the differences between people and communities beyond their immediate experience.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at all relevant documentation and evidence of the suitability of the committee and staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Carys Millican

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff complete safeguarding and paediatric first-aid training. They have a secure knowledge of how to protect children and know what action to take if they have any concerns. Recruitment procedures are rigorous and help to ensure that all staff are suitable to work with children. Effective safety procedures are implemented to help ensure all areas used by children are safe and secure. Policies and procedures are annually reviewed and shared with parents. The manager, committee and staff team evaluate the service they provide and invite parents to contribute their views. Together, they maintain the good standards and set clear goals to make further improvements. For example, arranging an open evening to support parents in using the new online assessment systems.

Quality of teaching, learning and assessment is good

The experienced and well-qualified staff team has a secure knowledge of how children learn and develop. They use accurate observations of children to support their learning and incorporate children's current interests in the planning. For example, when a child talks about moving to a new house the staff introduce a linked activity. Children cut out pictures of the furniture they have in their home and stick them in the appropriate rooms on their picture. Children's language and communication skills are supported well. Staff constantly engage children in conversation and help support their speaking skills using word sharing activities. Children practise their early literacy and mathematical skills. They sing number rhymes and enjoy making marks on the wooden fence outdoors. Partnerships with parents are good. Staff provide opportunities, such as parents' evenings, home-to-nursery diaries and daily verbal feedback which helps to involve parents in their children's learning.

Personal development, behaviour and welfare are good

Staff are attentive and respond well to children's emotional and physical needs. They provide children with an environment which enables them to investigate and follow their own interests. Children engage in physical activities well. They play ball games with staff and construct balance beams with crates and planks of wood which they navigate skilfully. Children enjoy riding wheeled toys, pushing prams and experimenting with water by pouring it into tubes using different sized containers. Children manage their personal needs well and eat a range of healthy snacks. Staff build on children's independence, for example, they encourage children to tidy up and get themselves dressed to go outside.

Outcomes for children are good

All children make good progress across the areas of learning. They acquire the skills they need for their next steps in learning and their eventual move on to school. Children play cooperatively and develop their social skills in circle time activities. They are active and confident explorers who enjoy numerous outdoor experiences. Children learn to become independent and they are motivated learners who demonstrate that they enjoy their time at the nursery.

Setting details

Unique reference number	EY406959
Local authority	Cumbria
Inspection number	1102254
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	32
Name of registered person	First Friends Committee
Registered person unique reference number	RP520665
Date of previous inspection	3 June 2014
Telephone number	07900 562837

First Friends Nursery and Pre-School registered in 2010 and is run by a voluntary committee. The nursery employs six members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday term time only. Sessions are from 8.30am until 11.30am, with a lunchtime option from 11.30am until 12.30pm, then 12.30pm until 3.30pm. 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 2017

