

First Friends PDN

141 Chaddesden Park Road, Chaddesden, Derby, Derbyshire, DE21 6HP



Inspection date	9 November 2017
Previous inspection date	30 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

- Children make good progress. Staff make good use of their observations and accurate assessments to help make future learning experiences meaningful and challenging. They take account of children's interests to support what children need to learn next.
- The nursery is extremely welcoming and inclusive. Staff work sensitively with children who have special educational needs and/or disabilities. They plan precisely for their learning and utilise strong partnerships with outside agencies to ensure that these children make good progress in relation to their starting points.
- Children behave well and learn good social skills. Staff are positive role models who encourage children to share toys and take turns.
- Children's personal, social and emotional development are promoted extremely well, for instance, through regular praise and reassurance. All children develop strong bonds and attachments to their key person and demonstrate that they are happy and settled.
- The management team demonstrates a strong commitment to raising the existing good standards of care and learning for children further. Managers are passionate about the provision and have accurately evaluated what improvements they need to make next.

It is not yet outstanding because:

- Staff do not consistently help parents in supporting their children's learning and development at home.
- Although staff working with younger children provide good narratives during play and ask some pertinent questions, on occasions, they do not give babies and toddlers sufficient time to respond.

What the setting needs to do to improve further

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

- share information with parents about how they can continue to support their child's learning at home in order to contribute to the good progress children are already making
- provide more opportunities for younger children to develop their thinking and allow them time to answer questions and share their ideas.

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 relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good awareness of their roles and responsibilities to protect children's safety. They know the steps to take if they have any concerns about a child's welfare. Staff are vigilant and they supervise children effectively, indoors and outdoors. Recruitment procedures are rigorous. Efficient induction of new staff and regular one-to-one support and training opportunities for all staff lead to consistency in the care of the children. Additional funding is used effectively to provide support for those children who need it most. Children who have special educational needs are supported very well. Advice received from external agencies is threaded effectively into planning and ensures a consistent approach from all adults working with the children.

Quality of teaching, learning and assessment is good

The well-qualified staff team gets to know children well. Staff use their observations and assessments to plan activities to promote further learning. Regular tracking of children's progress is used by managers and staff to identify where children may require further support. Staff interact well with children during self-chosen play and adult-led activities. Older children explore nature outside and talk about the worms they have found. Younger children begin to explore the properties of different materials while playing in sand and water, and blowing bubbles. Leaders work alongside staff. They observe and give feedback on the quality of teaching, learning and assessment. Skills acquired during training are successfully shared with colleagues. For example, in the pre-school room, this has led to a strong focus on developing children's language skills and the consistent use of skilful techniques that encourage children to express their thoughts and ideas.

Personal development, behaviour and welfare are good

The nursery has a calm and friendly feel. An effective key-person system is in place and staff understand the unique and individual needs of all children. They support children to become confident and emotionally secure. Children are familiar with the routine and staff's expectations and they help to tidy away toys. Staff support children to understand the importance of living a healthy lifestyle. Children have daily opportunities to develop their physical skills, for example, as they climb and balance on equipment in the outdoor area. They negotiate the space available and develop an understanding of how to keep themselves safe. Staff encourage children to try new foods from the selection of freshly cooked meals and snacks available.

Outcomes for children are good

Children make good progress during their time at the nursery. This includes children who have special educational needs and/or disabilities, children who speak English as an additional language and those for whom the nursery receives additional funding. Children grow in confidence and gain strong social skills. Children are active and confident learners and independently initiate their own play. All children gain the key skills they need to be prepared for the next stage in their learning, including starting school.

Setting details

Unique reference number	206106
Local authority	Derby, City of
Inspection number	1103112
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	36
Number of children on roll	75
Name of registered person	First Friends P.D.N. Limited
Registered person unique reference number	RP521575
Date of previous inspection	30 October 2014
Telephone number	01332 677660

First Friends PDN registered in 1999. The nursery employs 15 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one at level 4 and 13 staff hold a qualification at level 3. The nursery opens from Monday to Friday all year round, closing for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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