

Inspection of First Friends Pre-School

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

Inspection date:

26 September 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children settle well and develop high levels of confidence. They are enthusiastic to learn. Children are independent and take part in small tasks with eagerness. They show good self-care skills and follow high standards of hygiene practices. Children learn how to prepare snacks. They develop an understanding of safety as they use knives. Children access their own resources from the impressive rich and stimulating environment. They have excellent opportunities to take part in wonderful physical activities. Children learn to climb trees and swing on suspended tyres. Furthermore, they take part in music and movement sessions with eagerness. Children learn to move their bodies in various ways and recall familiar stories and rhymes. Staff have high expectations for children. Children recreate their favourite stories during their own play. They squeal with excitement when they pretend to discover a bear. Children have high levels of self-esteem and persist with their chosen tasks. They have excellent opportunities to take part in creative activities. For example, during outside play, children add paint to puddles of water. They talk to others about the different colours they can make. Children form good friendship groups. They behave well and show respect towards others. This helps to promote children's social skills.

What does the early years setting do well and what does it need to do better?

- The newly appointed manager has a clear vision for the pre-school. She has implemented vast changes within the setting since the previous inspection. Staff provide children with good quality activities and experiences.
- Staff liaise with other professionals, including teachers and share information about children. This helps to promote a continued approach to children's learning.
- Partnership working with parents is a key strength of the pre-school. Staff share assessments and photographs of children's development. Parents continue their children's learning. For example, children talk with enthusiasm as they show a story box they made with their parent at home.
- Children have opportunities to extend their mathematical understanding throughout all aspects of practice. They learn to make comparisons between various-sized objects. They also learn to explore weights of objects during water play. Children join in with number rhymes and counting games with excitement.
- The manager completes regular supervision sessions with the well-qualified staff team. On some occasions, staff do not always provide more challenge to children's learning. The manager requires time to coach staff and embed new ways for them to develop their teaching skills further.
- Staff access regular training. They review their learning and put this into practice. For example, staff complete training about how to promote children's communication skills. Staff support children to pronounce words and engage

them in conversation. Children show good listening and attention skills. They join in with stories and rhymes using actions and hand signs.

- Staff support children to understand how to keep themselves safe. Children learn to cut up leaves in the outside area and about the safe way to use scissors. Additionally, staff understand the importance of keeping children safe when using technological equipment. Staff complete regular safety checks. This helps them to identify any hazards in the environment.
- Children take part in large-group activities. However, sometimes, children are not fully involved in the learning. There are times when children become distracted. Despite this, children make good progress in their learning.
- Children develop good literacy skills. They talk with eagerness about their drawings and marks they make. Staff show children how to write. They provide children with opportunities to use a very wide range of different materials. For instance, children enjoy experimenting with crayons and paint.
- Children use mirrors and discuss their own features. They talk about the similarities and differences between themselves, while staff encourage children to talk about the reasons that make them unique. They provide excellent opportunities for children to have positive images of themselves.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding procedures. They are aware of the possible indicators of abuse. The manager has implemented clear policies. Staff understand the process of reporting any concerns about the well-being of children. The manager and her team are aware of the procedure to follow in the event of a concern about staff practice. Staff complete appropriate training and have a good knowledge of wider safeguarding issues. They share information with relevant professionals that help to promote children's safety. Staff are vigilant in their approach and supervise children well. They promote children's safety well.

What does the setting need to do to improve?

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

- identify ways to extend staffs' teaching and help to provide children with further challenge
- review large-group activities and help to identify more ways to engage all children.

Setting details

Unique reference number	EY361308
Local authority	Northumberland
Inspection number	10105042
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	58
Name of registered person	First Friends Pre-School Committee
Registered person unique reference number	RP527285
Telephone number	01670813463
Date of previous inspection	24 April 2019

Information about this early years setting

First Friends Pre-School registered in 2008. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or higher, including one member of staff with early years professional status and one with qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- The inspector completed a learning walk with the pre-school manager to gain an understanding of how the setting is organised and the learning intentions for children.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact of this on children's learning.
- The inspector spoke with staff, children and parents during the inspection.
- The inspector completed a number of observations of staff's practice with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at various documents, including those related to the suitability and qualifications of individuals working in the pre-school.

We carried out this inspection 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.

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