

# Inspection of First Friends Day Nursery

Bridge House, Bridge Road, Kingswood, Bristol BS15 4FN

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Inspection date: 4 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children at this setting demonstrate a strong sense of belonging and well-being. Staff place great emphasis on children as unique and celebrated individuals. Children demonstrate that they feel respected, loved and safe at this setting. Staff are extremely proactive when gathering information about children's home lives and cultures. There are many opportunities for children who speak English as an additional language to see and hear words in their home language. Younger children greet each other in several languages during circle time. Staff routinely teach children about different cultures and diversity in the wider world. This occurs through discussion, play, experiences and the provision of diverse resources.

A resourceful learning environment provides challenge, develops curiosity and follows children's interests. Children have a wide array of exciting, well-planned activities on offer to them. These build on what children know and excites their curiosity. For example, older children explore the meaning of evaporation and precipitation. They sit quietly, behave well and concentrate as staff create a large-scale painting of the rain cycle on tarpaulin. Children excitedly demonstrate what they have already learned. They say, 'It's evaporating. The sun makes it warmer and it floats into the cloud'. They mix the paint as it dribbles into the cloud and say 'now it's grey, it's going to rain and go back into the sea'. Staff and leaders have high aspirations for children's learning.

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

- Staff provide a curriculum that is based on children's needs and interests. For example, children enjoy playing with the cars. They use tubes and blocks to make ramps. Staff wonder out loud what else they could use to make a garage. A child draws windows and doors on a cardboard box. Together with a staff member, they consider how the structure will work. They discuss if it is strong enough and if the doors are wide enough. Children then use critical-thinking skills, alongside the practical physical skills of assembly. They create a bespoke garage that has function and form.
- Staff well-being is high on the manager's agenda. Leaders consider innovative ways to value the staff that work for them. Staff comment that they feel respected and part of a family. Staff have access to online training and regular supervision. However, on occasions, staff do not always receive incisive feedback to help them consistently raise the quality of teaching to the highest level.
- Children learn to be independent from an early age. Health and hygiene are threaded through many aspects of play. Younger children use water play to wash kitchen utensils. Older children develop this further, washing and drying plates and cups after mealtimes. Children prepare their own fruit and vegetables

for snack and pour their own drinks. Staff have high expectations of children's behaviour. Children listen well and follow instructions from staff.

- Babies develop strong attachments with the attentive and knowledgeable staff. They pull themselves up and use staff to toddle around the room. They explore a wide range of natural and sensory resources. Staff ensure that they gather information from parents to inform children's starting points.
- Staff help younger children's communication through repetition and modelling. Small-group work and individualised learning support children to make good progress with communication and language. However, on occasions, some staff ask too many questions in quick succession. They do not always give children time to think and respond before moving on to the next question.
- The manager and staff provide an ambitious curriculum for all children, including those with special educational needs and/or disabilities (SEND). They identify gaps in children's learning quickly and discuss these with parents. Children make good progress in their development.
- The setting benefits from the highly experienced, knowledgeable and passionate manager. She sets high expectations for what she wants children to achieve. This includes those children with SEND or who may be disadvantaged. Leaders demonstrate integrity in distributing funding appropriately. They ensure children make the most of their access to additional early education funding.
- Relationships with parents are strong. The setting keeps parents well informed about the progress their children make. Staff make time to talk to parents at the beginning and end of the day. They use a wide variety of innovative methods to gather parents' views. For example, they have a parent board where parents write children's interests for staff to explore further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are confident in their knowledge and understanding of how to keep children safe from harm. The manager has a clear process in place should any member of staff have concerns about a child or a member of staff. Staff undertake regular training to ensure their knowledge of safeguarding is current. The manager uses innovative ways to risk assess her setting. For example, children complete some risk assessments with staff. This means that children can identify what is safe and how to keep themselves safe while at play. Leaders have robust measures in place when vetting and inducting staff.

## **What does the setting need to do to improve?**

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

- develop staff supervision arrangements even further to offer precise support to raise the quality of teaching to the highest level

- support staff to consistently give children the time to listen and answer when asking questions.

## Setting details

<b>Unique reference number</b>	EY468963
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10124621
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	First Friends Mangotsfield Ltd
<b>Registered person unique reference number</b>	RP530990
<b>Telephone number</b>	0117 957 3799
<b>Date of previous inspection</b>	27 March 2014

## Information about this early years setting

First Friends Day Nursery is a privately owned nursery in the Kingswood area of Bristol, South Gloucestershire. It registered in 2013. The nursery operates from 8am until 6pm, Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children. One of the owners, who holds an early years qualification at level 3, manages the nursery. She is supported by the co-owner and 19 staff, of whom 14 hold appropriate childcare qualifications.

## Information about this inspection

### Inspector

Gwyneth Keen

## Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the setting.
- The inspector spoke to parents and took into account their views of how well the setting cares for their children.
- The inspector spoke to staff at appropriate times during the inspection and also spoke to the children.
- The inspector and manager went on a learning walk. The manager told the inspector what they want children to learn and how they would do this.
- The manager and inspector carried out a joint observation. They observed how well staff teach children and what they want them to learn.

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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