

Inspection of My First Friends Nursery

The Old Courthouse, 11-13 Ednall Lane, Bromsgrove, Worcestershire B60 2DF

Inspection date: 1 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

There is a calm, happy and sociable atmosphere at this nursery. Children have developed positive relationships with staff and their peers. Staff are attentive to individual children's needs and know them well.

Children benefit from a broad curriculum, which is tailored to their interests. Babies delight in blowing and popping bubbles. Toddlers thrive as they explore sensory activities, such as finding hidden animals in shredded paper. Pre-school children help to plan a jubilee celebration party and recall knowledge about the Queen. As a result, all children, including children with special educational needs/disabilities (SEND), make good progress and show positive attitudes towards learning.

Children behave well. They play cooperatively with each other and respond well to the routines and boundaries in place. Pre-school children follow 'golden rules' and remind other children to follow them. Children flourish on the praise they receive from staff for their efforts and achievements. This helps to build their self-esteem and confidence.

Due to the COVID-19 pandemic, parents no longer enter the building. Nevertheless, parents say that staff keep them well informed about their child's progress and communication is good. Staff take time to speak with parents daily. They get to know about children's home life and interests. They use an electronic application to share information and home learning opportunities.

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

- The manager has a well-thought-out curriculum which is sequenced on what children know and can do and what they need to learn next. It is designed to enable children to acquire the necessary skills to become confident and successful learners and prepare them for their next stage of education, including school.
- All staff, including the newest members of staff, have a good knowledge and understanding of how children learn and develop. They make regular observations of what children know and can do. Staff use this information to plan an interesting curriculum around children's individual interests and next steps in learning. As a result, children make good progress.
- The new leaders and the manager have a clear direction for continual improvement and have implemented ongoing action plans to achieve this. The manager monitors the quality of teaching and promotes staff's professional development. Staff have regular supervision and staff meetings. This has a positive impact on developing staff practice. However, new members of staff and those new to lead roles would benefit further from continued training,

supervision and support.

- Children who speak English as an additional language are supported because staff take time to get to know some words in their home languages and include these in activities. Staff support all children's developmental needs, including those with SEND. They listen to parent concerns and seek advice promptly. They recognise and identify any concerns early on and work closely with the local authority to get additional support as needed.
- Children develop good communication and language skills. Staff take every opportunity to extend language. They introduce new words to the youngest children and engage older children in meaningful conversations. Staff introduce new vocabulary and support language development through fostering a love of books, songs and rhymes.
- Children have opportunities to progress in their physical development. Young babies can pull themselves up using low-level furniture as they take their first tentative steps. Toddlers can explore the climbing frame outside and take age-appropriate risks. Pre-school children delight in playing games such as 'What's the time Mr wolf?' However, the organisation of the outdoor environment means that the youngest children's needs are not always met when mixing in larger groups.
- Children learn about oral hygiene to extend their knowledge of healthy practices. They learn and talk about healthy foods. Staff talk to children about the importance of brushing their teeth and read children stories about visiting the dentist.
- An effective key-person system supports children to form strong attachments and promotes their well-being and independence. Staff share information with parents in a range of ways. They speak to them at the beginning and end of the day and update online learning records with observations and photos of children's play activities. Parents are very happy with the care and education their children receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff are clear about their responsibility to keep children safe. Robust recruitment and vetting procedures ensure that staff are suitable for their roles. Risk assessments are effective. Staff check all areas of the nursery each day to ensure that children play in a safe environment. Leaders and staff attend regular child protection training to keep their knowledge and skills up to date. They have a good understanding of the indicators that a child is at risk of harm and are clear on the procedures to follow should they have any concerns about a child's welfare.

What does the setting need to do to improve?

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

- continue to embed supervision, training and support for the newest members of staff, in order to continue to raise the quality of teaching
- consider the organisation of the outdoor environment to ensure that it meets the needs of all children.

Setting details

Unique reference number	EY492491
Local authority	Worcestershire
Inspection number	10236712
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	57
Number of children on roll	98
Name of registered person	My First Friends Bromsgrove Limited
Registered person unique reference number	RP911651
Telephone number	01527 912333
Date of previous inspection	18 August 2016

Information about this early years setting

My First Friends Nursery registered in 2015. The nursery employs 16 members of childcare staff. Of these, 14 staff have qualifications at level 2 or above, including one who holds level 5. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Carli Mccallin

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the nursery.
- A meeting was held between the inspector and the manager.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The manager and the inspector had a learning walk together. They observed staff's teaching practice during activities.

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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