

# Inspection of First Friends Nursery and Pre-School

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

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Inspection date: 26 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are extremely happy and settled in this welcoming setting. They run and skip through the gate, beaming and waving goodbye to parents. Children willingly follow routines, and they hang their coats on their peg and find their named bear as part of self-registration. Children feel safe and have established trusting relationships with staff.

Staff are excellent role models. Children understand and respond well to the high expectations set for them. Nurturing staff are patient and value all children. For example, children vote for favourite stories at group time. They practise taking turns and focus for long periods to complete puzzles. Children are resilient and take pride in their achievements.

Staff are passionate about providing a rich curriculum and inspiring children's imagination and curiosity. Younger children excitedly explore footprints after jumping and splashing in the puddles they make. Children predict different endings to stories, using puppets and costumes to bring their ideas to life. Staff place a strong emphasis on developing children's communication and language. They skilfully weave questions and conversation harmoniously into everyday activities. This allows children to hear and practise vocabulary. For example, older children confidently talk about how to move across an assault course. Children are eager and ready for the next stage of learning.

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

- Partnership with parents is good. They are highly complementary about the 'amazing, well-established' staff team who constantly go 'above and beyond'. Parents receive an abundance of information regarding their children's development and ideas for home learning. This supports continuity of children's care and education.
- The manager is passionate about what children need to learn. Staff clearly know what their key children can do and provide an engaging environment. Regular supervisions and targeted training allow staff to identify and narrow gaps in children's learning. For example, recent training in communication and language has increased staff confidence in building children's vocabulary through skilful questioning. Children make good progress in their learning.
- Care practices are good. Staff regularly talk to children about how to keep safe and healthy. For example, choosing to eat fruit and vegetables, the importance of brushing teeth and hand washing to 'wash away the germs'. Children are free to explore and assess their own risks during play. Children have an awareness of how to remain safe and follow a healthy lifestyle.
- Staff organise small group and individual activities purposefully. They use

questions to extend and challenge children's learning in calm, well-planned environments. However, when staff plan large and whole group activities, these are not as effective. For example, older children's physical movements are restricted when building due to the number of children in the space. Younger children's listening and understanding skills are not fully supported as staff carry out routine jobs during whole group story time. Children become restless. This can limit some children's access to intended learning.

- Children are exposed to early maths vocabulary during everyday activities. For example, counting the number of children in the line, naming the triangle shapes made in their obstacle course and comparing who has more fruit at snack time. Children confidently use mathematical language in their play.
- Children have opportunities to be independent and confident explorers. They turn the water tap on and off to fill jugs and sieves and eagerly help to give their friends plates and cups at snack time. However, at times, staff help children before allowing them to try for themselves. Not all children pour their own drinks or serve their food. At times, not all staff encourage children to put their coats on and fasten zips as much as they can. This impacts on their ability to develop strong self-help skills, ready for moving on to school.
- The support in place for children with special educational needs/and or disabilities (SEND) is excellent. The special educational needs coordinator and manager work closely with other professionals, to ensure that children with SEND receive tailored support for their individual needs. Children with SEND flourish and make good progress from their starting points.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff understand their role and responsibility to keep children safe. They complete regular safeguarding and child protection training. Staff have a good understanding of procedures to follow if there are allegations made against a staff member. Staff are all first-aid trained and understand procedures to follow in the event of an accident. Children are well supervised, indoors, and outdoors, and staff complete regular risk assessments to ensure that the environment is safe. Visitors to the setting are signed in at the entrance and are unable to enter the secure building unsupervised.

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

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

- consider the planning of large group activities to ensure that all children achieve the most from their learning experiences
- further strengthen staff understanding of the importance of children using their self-help skills at every opportunity, to develop their independence.

## Setting details

<b>Unique reference number</b>	EY406959
<b>Local authority</b>	Cumberland
<b>Inspection number</b>	10279796
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	First Friends Committee
<b>Registered person unique reference number</b>	RP520665
<b>Telephone number</b>	01228538567
<b>Date of previous inspection</b>	18 September 2017

## Information about this early years setting

First Friends Nursery and Pre-School registered in 2010. It is based in Carlisle, Cumbria and is run by a voluntary committee. The nursery employs five members of childcare staff. Of these, five staff hold an appropriate early years qualification 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.

## Information about this inspection

### Inspector

Susan Mitchell

## Inspection activities

- This was the first routine inspection that the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff and children spoke with the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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