

Inspection of First Friends Nursery School

The Scout Building, Chineham, Basingstoke RG24 8PJ

Inspection date: 5 July 2024

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

Children quickly settle to play on arrival. They build positive and caring relationships with staff. Children have a strong understanding about the expectations and daily routines. For example, older children line up and wait sensibly until staff have counted them, before walking calmly outside to play. Staff support younger children's recognition of their emotions and feelings consistently, such as using books and talking about their feelings. Children develop skills and knowledge to support their future learning successfully. For instance, many children gain high levels of confidence. They build their independence effectively, such as young children pouring their drinks and older children using tongs to serve their healthy snacks.

Staff have a strong knowledge and understanding of children's individual learning needs. They generally provide consistent and effective interactions to children. Staff gain a wide range of information about children's backgrounds and individual needs when children start. This helps them include these successfully. For example, staff provide dual language books and support the use of children's home languages. Staff work very effectively with parents and other professionals to provide seamless support for children with additional needs. They regularly assess children's progress and identify their next steps in learning. Staff incorporate children's interests very well in the positive learning environment. They mainly offer very carefully planned and interesting activities, which successfully promote children's enthusiasm for their play and learning.

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

- Leaders are very familiar to staff and children. They monitor the quality of practice consistently and identify improvements. For instance, leaders have revised induction processes to strengthen these, which helps new staff understand their roles and responsibilities securely. There are very good support systems provided to staff, both for their well-being and professional development. This includes supervision arrangements and the development of their ongoing practice, such as through training.
- The curriculum is well-thought-out and sequenced. Staff consider children's different learning needs effectively. They have a strong understanding of the learning intentions of activities and play experiences. They know children very well and their key children's next steps in learning. This enables staff to support and promote children's progress securely.
- Staff plan and offer children a variety of play resources and activities which promote their engagement in learning. Occasionally, some areas are not as well resourced, particularly for the older children outside. For instance, many older children enjoyed the mud kitchen. However, there were not many resources to

choose from, to help enhance and develop their play further.

- Children with additional needs are very well supported. This includes children who speak English as an additional language and those who need more support for their learning and development. Staff use a variety of strategies to engage with children, including Makaton signing and picture cards to support communication. In addition, the nursery's special educational needs coordinator provides small group and individual activities tailored to children's needs. For example, children benefit from language-focused activities, which develop their pronunciation and widens their vocabulary.
- Children confidently make their own choices about what to do. They explore and investigate resources and activities with curiosity. At times, staff do not always consider supporting children who happily play with resources and activities by themselves, to help extend their learning further.
- Staff promote children's relationships with each other, such as playing games of catch. They positively praise children for their efforts. Staff support children's understanding about the behaviour expectations from the youngest age group, such as turn taking and sharing. This was seen during the inspection, when younger children played a game of lotto and took turns and made decisions as a group. In addition, the game supported children's listening and concentration skills effectively.
- Children learn about healthy lifestyles. Staff provide healthy snacks, such as a wide range of fruit and vegetables. Children become independent in their self-care, including visiting the toilet and washing their hands. Staff promote children's awareness of caring for their bodies, such as learning about dental health.
- Staff have strong partnerships with parents, other professionals and local schools. They exchange information effectively with everyone involved in children's care and learning. This provides a consistent approach to meeting children's needs. Staff provide effective information and support to provide a successful move to school for children. Parents are very complimentary about the nursery and their children's experiences there.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance staff's awareness of children who are quieter or more content to play alone to provide more effective teaching and support to these children

- enhance resources for the older children, particularly outdoors, to promote their play experiences and choices further.

Setting details

Unique reference number	EY538214
Local authority	Hampshire
Inspection number	10351218
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	2 to 4
Total number of places	52
Number of children on roll	29
Name of registered person	First Friends Limited
Registered person unique reference number	RP529252
Telephone number	01256 320290
Date of previous inspection	16 October 2018

Information about this early years setting

First Friends Nursery School re-registered in 2016. It is located in Chineman, Basingstoke, Hampshire. The nursery is open Monday to Friday from 8.30am to 3pm, term time only. There are eight members of staff employed to work with the children. Of these, seven staff hold recognised early years qualifications. This includes five staff who have level 3 qualifications, one staff member with a level 2 qualification and the manager who has a level 5 qualification. The provider receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- The quality and curriculum manager and the nursery manager took the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- Children spoke to the inspector about what they enjoy doing at the nursery.
- The inspector talked to staff at appropriate times during the inspection.
- A leadership and management meeting was held with the nominated individual and other leaders during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- A joint observation was completed with the manager of a language group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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