

# Inspection of First Friends Pre School

Folly Road, Great Waldingfield, Sudbury, Suffolk CO10 0RR

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Inspection date: 10 September 2024

<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 excited as they enter the vibrant pre-school environment. They are greeted by smiling staff who take time to welcome them and to ask how they are. Even very new children attending for their first week in pre-school enter confidently and seek other children to form small friendship groups with. Staff observe these interactions and help any less confident children to join in. Children move at ease from the pre-school room to the fun and well-presented garden, where they engage in purposeful play across all seven areas of learning.

Staff plan an ambitious curriculum based on what they know about children's interests, likes and dislikes. They make use of events and trips to extend the children's communication skills. For example, following the local scarecrow show within the village, staff present resources and books to encourage children to speak about the scarecrows they have seen. They use the information shared by parents about new children's interests to help those children to settle and feel comfortable with familiar toys. Children who need to bring a comforter with them are encouraged to do so and to place it in a 'special place' pocket for easy access when needed.

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

- The pre-school is run by a team of committee members. They, along with the manager and deputy, form the management team. The management team supports staff well, providing them with coaching and guidance. They give careful consideration to the staff's well-being and work effectively to support each other. Plans are in place to help to develop the staff team so that they deliver teaching to a consistently high standard.
- Parents speak very highly of the staff and management team. They comment on how well their children are supported to develop, especially in relation to communication and language. Some parents say that they chose the pre-school for their child on recommendation from other parents. Staff work effectively with other providers when children attend more than one setting.
- Children listen attentively to stories read by staff. They snuggle up with the staff and each other in the reading space. Staff read in a clear and well-timed manner, ensuring that children have the opportunity to join in with their favourite parts. Children enjoy singing and are familiar with the visual prompts used to depict each song.
- Children, including those with special educational needs and/or disabilities (SEND) make good, sustained progress in their learning. Staff who lead on supporting children with SEND are knowledgeable about their roles. Additional funding is spent effectively to help to close any gaps in children's learning and development. Staff work effectively with other professionals, such as speech and

language therapists. They continue strategies introduced by these professionals to enhance children's learning.

- Children enjoy being creative when they roll and model dough. They use natural resources to create pictures from the dough and leaves. Children enjoy making pretend meals for the staff in the role-play area. They chat confidently about the meals they are making and what foods they each like and dislike. Staff extend their thinking by asking clear and pertinent questions. They provide sufficient time for the children to consider their responses and join in with the two-way discussion.
- Staff work well with the local school. They prepare children well for their move to school through effective transition arrangements. For example, children regularly visit the school in the summer term to familiarise themselves with the layout and teaching staff.
- Children are very well behaved. They speak to each other in a kind way and share resources. Staff support them to understand the pre-school's rules and boundaries and act as good role models. However, at times, staff do not give clear enough directions to children during transition times so that they are prepared for the next activity.

## **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:**

- strengthen and embed the programme of professional development to support staff in further developing their knowledge, confidence and skills to a consistently high level
- review transition times to provide children with clear information about changes to the routine.

## Setting details

<b>Unique reference number</b>	EY301142
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10344384
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	30
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Great Waldingfield Playgroup Committee
<b>Registered person unique reference number</b>	RP523436
<b>Telephone number</b>	01787 882473
<b>Date of previous inspection</b>	20 September 2018

## Information about this early years setting

First Friends Pre School registered in 2005. The pre-school employs nine members of childcare staff, eight of whom hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday during school term-time. Sessions are from 7.30am to 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Hughes

## Inspection activities

- The deputy manager, manager and inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to committee members about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of group activities with the manager.
- Parents shared their views of the pre-school with the inspector.
- 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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