

My First Friends Ltd Day Nursery & Pre School

Ashbrook Drive, Rubery, Rednal, Birmingham, West Midlands, B45 9FP

Inspection date	07/05/2013
Previous inspection date	06/05/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children thoroughly enjoy their time at this very warm, welcoming and stimulating nursery. The highly successful implementation of the key person system enhances the relationship with children and their families extremely well. Children develop very secure and trusting relationships with their key person and other nursery practitioners.
- Practitioners have an excellent knowledge of how to support children's learning, and provide a very good range of quality experiences linked directly to their interests and developmental needs. Precise assessment and planning ensures children flourish, and make the best possible progress towards the early learning goals.
- There is an excellent focus on play and learning in the outdoor environment. Children explore the outdoor space with enthusiasm and excitement; this helps them to develop many new skills and supports their enjoyment and well-being.
- Inclusion is given high priority, and excellent provision is in place to secure timely intervention. This is because partnerships with parents and other professionals are highly effective and make a strong contribution to meeting children's needs.

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Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all playrooms and the outside learning environment, and children having their lunchtime meal.
- The inspector talked to the children and held meetings with the provider and manager.
- The inspector looked at a range of documentation including children's assessment folders, planning documentation and a range of policies and procedures relating to children's welfare, health and safety.
- The inspector checked evidence of qualifications and suitability of practitioners who work with the children, and the arrangements for practitioner deployment and supervision.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

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Full Report**Information about the setting**

My First Friends Ltd Day Nursery and Pre-School opened in 2004 and is registered on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and operates from a single-storey purpose-built nursery building in the Rubery area of Birmingham. The nursery serves the local and surrounding areas. Children have access to an enclosed outdoor play area.

The nursery is open Monday to Friday, all year round, except for Bank Holidays. Opening times are from 7.30am until 6pm. Children are able to attend for a variety of sessions. There are currently 176 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two, three- and four-year-olds, and supports children with special needs and/or disabilities and those who speak English as an additional language. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

The nursery employs 35 practitioners who work with the children. Of these, 23 hold appropriate early years qualifications at level 3 and three hold level 2. Four practitioners hold higher levels of qualifications, including foundation degrees, a degree and Early Years Professional Status. Support staff includes a catering manager and assistant, domestic assistant, and a finance and office assistant.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- enhance the already excellent outdoor learning environment and experiences for children, using the knowledge gained from 'forest school' activities, to further benefit children in the 'secret garden' area of the nursery.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Children attending this very welcoming and stimulating nursery make excellent progress in their learning and development. They are supported by practitioners who provide a rich, varied and imaginative educational programme to develop many important skills, helping children become very effective early learners. Children learn through play, and practitioners provide skilful support to enable children to explore, investigate and find out

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things for themselves by turning activities into learning opportunities. For example, practitioners encourage children to observe change when they experiment with ice cubes, and children take them outside in the sunshine to see what happens next. Precise assessment and planning for individual children's next steps in their learning works very well to ensure activities are tailored to children's interests and help them to move forward in their learning. Practitioners work very closely with parents from the outset to monitor and assess children's learning. Planning is displayed and includes ideas for parents about how they can support and continue their child's learning at home.

Practitioners know the children very well. They understand children's unique characteristics and provide a nurturing environment that consistently fosters their growing independence and confidence. Practitioners challenge children's thinking and extend their learning by asking them many meaningful questions. They adapt activities to respond to children's interests by adding resources or supporting them in their play, for example, by helping them develop their throwing and catching skills. Practitioners role model play for younger children, and this helps promote their understanding and enjoyment. Extremely well-organised nursery rooms and a wide range of accessible resources help children to make choices and support their learning exceptionally. This shows that the quality of teaching and learning is highly effective. Children are developing very positive attitudes to learning. Older children communicate their needs, feelings and ideas very well. This is evident in their play, interactions and discussions. For example, they announce with confidence that they 'have an idea' and are extremely proud of their success.

Children's communication and language skills are fostered highly effectively. Practitioners seize every opportunity to enhance children's language skills from an early age. They talk through routines and activities with babies, and are always close by responding to their babbling sounds, and repeating words to reinforce their understanding. Older children are expressive and confident speakers as they enthusiastically join in discussions at circle time and are eager to contribute. All children are given a wealth of opportunities to talk about their families and events in their lives. Children are developing a superb knowledge of letters and sounds. Some children are beginning to write recognisable letters, and attempt to write their own name. Books are accessible in all areas of the nursery and outdoors, encouraging children to develop a love of books and stories. A lending library in the nursery extends this enjoyment, and children can take books home to share with their parents. Children's early writing skills are extremely well supported as children run their fingers through shaving foam, and use chinks and paints to make marks. Children love singing number songs, and hear and use mathematical language as they play. Practitioners count with the children as they build with bricks, and talk about size and shape names as they play with stacking rings and shape sorters. Interaction with a practitioner while playing with the garage and cars encourages children to think about the 'big' and 'little' cars and use their problem-solving skills to see if they will fit on the ramp. All children love to play in sand and water, and their enjoyment is evident as they fill and empty containers and make sandcastles. Children become totally absorbed in these activities.

Children are making excellent progress in their physical development. Babies have an engaging room where they can sit, roll and crawl around. Resources are set out very effectively to encourage their exploration and investigation skills, and help them develop

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confidence to stand and begin to walk. All children enjoy excellent access to the outdoor areas, and a wealth of activities including creative play, drawing, painting, and planting and growing activities. Younger children enjoy investigating the outdoor area as they dig and hunt for bugs. Children relish their time in the 'secret garden' where they play 'hide and seek' games, use their problem-solving skills as they find their way through the maze, and practise their balancing and climbing skills. The provider and manager are considering plans to enhance the already excellent outdoor spaces, particularly the 'secret garden' area. This is because children have really benefitted from visits to a local 'forest school', and they intend to use the knowledge gained from these visits to incorporate a similar range of activities in this outdoor space.

Children very effectively engage in activities to support their expressive art and design skills. They easily access paint and marker pens, make models with a range of building bricks and like spending time in the role play areas where they can pretend to shop. Children enjoy making up their own games, they talk about going to buy 'salad' and 'vegetables', and a discussion about camping prompts children to 'get more sticks from the forest'. Excellent attention has been given to considering play preferences, and older children enjoy participating in 'superhero' play. Children dress up in a wide range of costumes, and learn about the rules for safe play while acting out their superhero role. All children are encouraged to explore their senses. Babies explore a range of natural resources and materials, and the sensory room provides soothing and relaxing opportunities throughout the day for all children. Here they can use interactive equipment and follow the lights, shapes and patterns as they change in the room. Children's understanding of the world is fostered very well. They learn about the world around them and older children enjoy taking part in a Spanish lesson. Children learn about technology and have excellent access to a range of equipment to develop their skills. For example, babies and younger children love to explore the wide range of electronic toys, and then develop their skills as they move through the nursery and use computers and interactive white boards.

The contribution of the early years provision to the well-being of children

Children are settled, happy and thrive in this very warm and welcoming nursery. They form extremely close attachments with dedicated practitioners who are kind, attentive and nurturing. Practitioners make sure they are always close by to support children in their care, play and learning, and give them lots of attention. The initial focus on children's personal, social and emotional development means that all children quickly become confident to explore, ask questions and sustain concentration. Children receive lots of praise and encouragement from practitioners who speak to them respectfully and tell them how clever they are. As a result, children quickly develop the underpinning skills needed for their future success.

Links with parents and carers are very strong. Excellent and well-thought-out settling-in procedures, and smooth transitions to new rooms within the nursery, support children's well-being very effectively. Children spend time in their new room and get to know the practitioners and children, including their key person. Practitioners work closely together and make sure this is a calm and relaxed experience for both children and their parents,

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who are fully involved in this progression. From the outset, practitioners and parents work together to help children settle and to ensure practitioners are aware of children's individual needs. The nursery provides parents with a wealth of information, including details about daily routines and care procedures. It is evident that practitioners know the children well; they talk about their unique characteristics and how they help them settle. For example, some babies find listening to music soothing, and they enjoy watching practitioners blowing bubbles. Photographs of both children and practitioners are displayed throughout the nursery, and this helps all children develop a strong sense of belonging and security. Older children express their views about what they like about their key person. This is noted next to practitioners' photographs and helps children to feel valued, knowing their views are respected.

Children's behaviour is excellent and practitioners consistently focus on fostering children's confidence and independence. From an early age, children are encouraged to share and take turns; this understanding develops through discussions, planned games and activities where turn taking is key. Older children learn how to keep themselves safe and confidently talk about the rules for being together, such as 'walking in nursery, because you might hurt yourself' and children explain that you have to 'say sorry, and mean it'.

Inclusion is highly successful at this nursery. Parents speak very positively about the support they receive from managers and practitioners, and how this contributes to their children's success. Excellent attention is given to encouraging children to adopt healthy lifestyles. All children have very good access to outdoor play. Practitioners make sure that babies also benefit from being outdoors in the fresh air at different times during the day. Children eat very well and enjoy freshly prepared, well-balanced meals and healthy snacks. Through discussions and activities, children learn about foods that keep them healthy, and food that is a 'sometimes' food. Children follow very good hygiene practices, take increasing responsibility for washing their hands and learn about brushing their teeth. Children talk about 'getting rid of germs' as they prepare for mealtimes. High priority is given to keeping children safe. Risk assessments are very thorough and regularly updated in light of any changes to the premises, activities or children's specific needs. The premises are maintained to a high standard and are secure. Practitioners are vigilant and supervise the children very well.

The effectiveness of the leadership and management of the early years provision

The management team and practitioners have an excellent knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. High priority is given to safeguarding children, with very good attention given to arrival and collection procedures. A biometric finger print entry system is fitted on the entrance and main nursery door; this prevents unauthorised people from entering areas where children are being cared for. Children's files contain confidential passwords and photographs of adults authorised to collect them. All practitioners and adults working in the nursery are well informed and fully aware of their roles, responsibilities and procedures to follow to ensure children are protected. The nursery has an exemplary range of policies, including safeguarding procedures which are regularly reviewed and shared with parents. The

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safeguarding policy is comprehensive and contains all the important elements to protect children, including a whistleblowing procedure, the use of mobile phones in the nursery, and managing allegations.

Practitioners are deployed very effectively and meticulous planning takes place to ensure adult-to-child ratios are met through the day. Excellent arrangements are in place to cover rooms during the lunchtime period and late afternoon, ensuring children's safety and well-being at all times. Safer recruitment procedures are followed rigorously with regard to appointing practitioners, and vetting and induction procedures ensure all practitioners are suitable to work with children. Very good arrangements are in place regarding professional development, leading to a highly qualified management and practitioner team who are all committed to achieving and maintaining high standards of care, learning and development. Practitioner supervision meetings have recently been reviewed, and include provision to establish practitioners' ongoing suitability for their role, discussions about safeguarding and the opportunity to discuss any training needs.

The management team have highly effective systems in place to monitor all aspects of practice in the nursery, including the quality of teaching and learning. Room audits ensure effective recording procedures are in place to meet the welfare requirements and promote children's welfare. Peer observations give a clear picture of the effectiveness of practitioner interaction and the educational programme. Each child has a 'learning journey' folder which gives a very good overview of their achievements, and photographs show their enjoyment during their time at nursery. Regular assessments also identify any gaps in individual children's learning. These issues are promptly addressed, with clear and focused plans put in place to ensure all children achieve as well as they can.

Information sharing and partnership working are excellent. Children with special educational needs and/or disabilities receive excellent support, and care is taken to ensure any individual needs are met. Well-established partnerships with other agencies ensure children receive any additional support they need to achieve well. Parents are kept well informed about how the provision operates, children's daily achievements and individual care routines. A wide range of information is available for parents on display boards in the reception area and nursery rooms, linked to children's care, learning and development. For example, helpful information is available about weaning near to the baby room, and information about the prime areas of learning. Monthly visits from the local health visitor support parents and children well. These visits provide parents with the opportunity to have their children weighed, and their 'red books' updated. The nursery values its partnership with parents and welcomes them into the setting to be involved in activities around special days and events, such as a fun day. Parent evenings provide them with an opportunity to talk to their child's key person and see how their children are progressing. Transition evening helps support parents of children who will be moving on to the next stage in their learning, also ensuring children are well prepared for their school life. Parents speak highly of the nursery and talk about them 'going out of their way to be helpful', how the nursery has transformed their child's life, and how well prepared children are when they go to school. Clearly, from the discussions held with parents during the inspection, they very much appreciate what this nursery achieves for their children. The nursery works well with other providers of the Early Years Foundation Stage and has very

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good links with local schools. This means that transition arrangements for the children's next phase in learning are very well supported.

Integral to the thriving development of the nursery and very positive outcomes for children is the strong capacity for continuous improvement. The management team and practitioners have high aspirations, and provide high quality care and education for all children. The team are reflective, dedicated and enthusiastic about their roles, each playing an equal part in influencing change. For example, they use research information and knowledge gained in training to enhance practice and benefit children. The accurate identification of priorities through self-evaluation is clear, with all partners contributing their views.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY294057
Local authority	Birmingham
Inspection number	910625
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	120
Number of children on roll	176
Name of provider	My First Friends Ltd
Date of previous inspection	06/05/2009
Telephone number	0121 453 6206

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

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and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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