

Friends Together Day Nursery

The Old Church, Shelton New Road, Hartshill, STOKE ON TRENT, ST4 6DP

Inspection date	16/09/2013
Previous inspection date	25/07/2011

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		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff are passionate about their work and about providing a large number of stimulating activities throughout each day. This ensures children experience many opportunities to extend their knowledge in all seven areas of learning, both inside and outside.
- Warm relationships between staff, children and parents produces settled and confident children who are ready to concentrate and learn, as well as parents who feel well-supported and included in their children's learning.
- Children's health and hygiene is a high priority. They enjoy a healthy diet, an environment which is kept very clean and ample exercise in the fresh air.
- Reflecting on what they do is an integral part of the way all staff work. This has resulted in a 'can do' attitude about reviewing and changing the environment and activities to provide a constantly improving provision for children.

It is not yet outstanding because

- There is scope to improve how closely activities are linked to assessments of children's current abilities and the next steps in their learning to ensure the optimum level of challenge in activities.
- Staff do not always take every opportunity to extend use of phonic sounds with the most able pre-school children.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playrooms and outside play environments.
- The inspector held meetings with the managers of the nursery and undertook a joint observation with them during the afternoon session.
- The inspector looked at children's assessment records and planning documentation and a selection of policies and children's records.
- The inspector reviewed the suitability checks for practitioners working with the children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sarah Rhodes

Full Report

Information about the setting

Friends Together Day Nursery was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted building on the outskirts of Newcastle-under-Lyme, Staffordshire and is privately owned. The nursery serves the local area and is accessible to all children. There are two enclosed areas available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, one at level 2 and one is unqualified. The nursery opens Monday to Friday, for 51 weeks a year. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 47 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance further the identification and dissemination of children's next steps in learning, to help with differentiation of tasks in activities and the support for younger children in the specific areas of learning
- utilise routine activities to expand the most able children's connections between letters and their sounds.

Inspection judgements

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

The nursery promotes children's learning and development well. The small, stable staff group cherish their relationships with both children and their parents. This produces a calm, but industrious environment, where parents and staff work together to promote children's learning both in the nursery and at home. The staff have adapted the environment to provide children with interesting and extensive indoor and outdoor spaces which meet the needs of the age ranges currently attending the nursery. They have adapted one outdoor area into an outdoor classroom, which provides for a wider range of learning opportunities in the fresh air.

At the start of the placement staff work with parents to gather information about their child's abilities to build a picture of the starting points in their development. Once children start attending observations are undertaken to ensure staff quickly establish children's abilities. Ongoing observations are used to periodically inform the tracking sheets, which measure children's progress across all areas of learning and set next steps in their learning. There is scope to sharpen the use of these next steps so that activities, such as themes used with groups of children focusing on numbers and shapes or activities discussing seasons, can be more clearly adapted for individual children's abilities. The staff ensure a summary of children's development is produced for parents in time for the progress check at age two. Any areas of concern that staff identify as potentially needing to be addressed with the help of external agencies are shared with parents. This is so that the nursery can fully support parents through any referral and assessment processes, which may be necessary for children with special educational needs and/or disabilities. Parents are also encouraged to share their own observations to be included in children's tracker files and discuss any issues that may concern them with staff. Parents feel very well supported by staff with regard to developing their understanding of how to help and support their child's learning at home in preparation for the transition to school. Children are helped in the nursery to develop the skills required for the move into a reception class as they take part in activities which become increasingly more focused. Parents are also happy with the support they receive from staff for other parenting issues, such as information about toilet training or problems with behaviour management.

The children are making very good progress in their communication and language skills, with all children developing into confident communicators. The more able pre-school children are beginning to show great interest in letter sounds and there is room to start introducing phonic sounds to help children begin to decode words. Babies are encouraged to acknowledge the other members of their group at song times and enjoy playing instruments in music sessions. While older children use descriptive and mathematical language in sessions where they explore the feel and colour of leaves or prepare their fruit for snack time. Children with English as an additional language are well-supported to develop their skills in spoken English with extra one to one sessions with their key person. Staff also work with parents to ensure they develop an understanding of the child's ability in their home language as part of the progress check at age two. Children's understanding of the world around them is developed through the use of the outside area where they can grow plants and experience nature. They use technology as part of cooking sessions and see ingredients transformed when they make things like custard or porridge.

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

The processes to help children settle into the nursery are high effective. Parents feel very welcome to visit at any time. They are encouraged to have as many visits as they need to help children settle as part of the transition between home and the nursery. Staff understand that building a relationship with both the children and their family is vitally important. Parents report that both they and their children have strong, happy relationships with staff. This means children are ready to explore and learn because they believe staff when they are reassured that their parents will return later. Where children are identified as having special educational needs and/or disabilities the help and advice of

other professionals is sought to ensure their well-being is maintained and their needs are met. Transitions between rooms in the nursery are well-managed, with children making visits in the weeks before they move, this ensures children are well-prepared and staff have had time to get to know the children as well. Parents report that their older children have transferred smoothly on to school following their time in the pre-school room, which prepared them to be independent as well as develop the ability to follow instructions when required. Children's behaviour is very good. Staff help children think about other people's feelings and they learn to negotiate and share equipment with their play mates. They encourage children's manners, for example, as they wait for everyone to have selected their snack before starting to eat.

All children including the babies are able to enjoy and explore the natural environment in the outdoor provision. They have ample opportunity to enjoy exercise in the fresh air either in the big play area or the smaller outdoor classroom. Children's dietary needs are met through the provision of freshly prepared meals. Pre-school children develop self-care skills as they prepare their own snacks. All children are encouraged to develop their ability to manage their hygiene needs, such as washing their hands before meals or wiping their own hands when they are having their nappies changed. The layout of the rooms allows children to make choices for themselves from a range of equipment and children show confidence as they make decisions about their own play activities. Children are shown how to keep themselves safe through discussions, for example, about road safety when on walks in the local community or about how to handle knives when preparing fruit. This supports them to think through how to manage risk.

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

The children benefit from a nursery, which has a strong management team committed to providing a high quality service, led by two fully involved owners who are also the managers. Appropriate recruitment procedures and induction processes ensure staffs' suitability is established when they are employed. The providers also ensure they check clearances for students at the beginning of their placement. Ongoing appraisals and interim meetings between appraisals are undertaken with all staff members to help drive improvement and identify training requirements. These are quickly addressed through staff attending courses or in-house training sessions. The managers pro-actively monitor the quality of care and teaching to ensure best practice is encouraged. They undertake observations of staff working with the children. They have developed a culture of reflective practice, which involves all members of staff undertaking peer observations on a regular basis. If they have concerns about a staff members work they are able to increase support and mentoring to ensure rapid improvement. This reflection on their provision leads to self-evaluation, which involves all staff members and is rooted in developing the best provision for children. For example, the change in the ages of the children being admitted has led to a full reorganisation of the rooms that different age groups use, to ensure all ages have appropriate facilities. The nursery also draws on the ideas and comments made by local authority advisors and parents to set priorities. The nursery managers meet with other local childcare providers to exchange best practice ideas and have ensured recommendations made at the previous inspection have been addressed.

In addition, to clear recruitment procedures children are safeguarded through the implementation of clear policies and procedures, which ensure staff can identify child protection concerns and take appropriate action to protect children. The building and grounds are secure, which ensures that children cannot leave unaccompanied and helps staff manage the entry of parents and visitors. Staff undertake risk assessments of the premises and outings to ensure any concerns are managed to reduce danger for children. They also have very clear hygiene procedures, which keep the building clean and protects children from contamination and germs. For example, they ensure shoes are removed in the baby room and mats are professionally cleaned each month. Staff demonstrate high levels of personal hygiene as they undertake care routines such as nappy changing and ensure toys are sanitised regularly.

Partnerships with parents and carers are good, because, staff developed a number of ways to help them feel comfortable and welcomed. Parents exchange information with staff at the beginning and end of the day and use a daily diary. They also have parents' notice boards, newsletters and surveys to gather parents' comments. Parents' evenings or lunch events allow parents to visit the nursery at a more relaxed pace and learn more about their child's learning environment. Social media has also been used to provide almost instant access for parents to photographs of what their child is doing during the day. Partnerships in the wider context are used to develop the quality of education. The nursery links with other professionals to help children with special educational needs and/or disabilities as the need arises. They realise the importance of early intervention for children with additional needs ensuring that services are in place to support a child when they transfer to school. The nursery is well-aware of the importance of developing links with the other providers of the Early Years Foundation Stage where children attend more than one setting.

The Childcare Register

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

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

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.

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	EY422250
Local authority	Stoke on Trent
Inspection number	932764
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	68
Number of children on roll	47
Name of provider	Yvonne Raper and Cheryl Parton Partnership
Date of previous inspection	25/07/2011
Telephone number	01782 711100

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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

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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