

# Friends Together Day Nursery



The Old Church, Shelton New Road, Hartshill, Stoke on Trent, ST4 6DP

<b>Inspection date</b>	20 February 2017
Previous inspection date	16 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff develop strong partnerships with parents, local schools and other professionals. They work exceptionally well together to provide continuity in children's care and learning. Parents are fully involved in their children's learning. They are invited into the nursery to share their knowledge and support activities.
- Children settle well. Staff are very caring and considerate towards children's feelings, particularly the babies when they first start. Children quickly form emotional bonds with staff and demonstrate that they are comfortable at the nursery.
- The outside environment is organised effectively. Children's physical development is promoted well with a wide range of stimulating and interesting activities and resources. Children are offered good levels of challenge to support their imagination as they explore the variety of opportunities outdoors.
- Robust and effective measures are in place to ensure the nursery building is safe and suitable for children. Risk assessments are completed and reviewed to ensure hazards are minimised or removed.

### It is not yet outstanding because:

- Although the manager has introduced a system for tracking children's progress, this is yet to be refined to inform more rigorous analysis on the progress made by different groups of children.
- Managers have not yet shaped staff's professional development to help them become exceptional teachers.

## What the setting needs to do to improve further

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

- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need, in order to increase the potential for them to achieve at the highest possible levels
- seek further ways to develop and shape staff's professional development to help deliver an exceptional standard of teaching and learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Lesley Bott

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their roles and responsibilities to protect children in their care. They attend regular child protection training. Staff know who the designated person is for dealing with safeguarding issues if they have concerns about a child's welfare. The robust recruitment procedure ensures that staff are suitable to work with children. The management team actively contributes to improve the quality of the provision and raise standards. A fully comprehensive induction programme with a mentoring and buddy system is in place. This helps to make sure that new staff understand their roles. Additional funding is being used effectively to help improve outcomes for children.

### Quality of teaching, learning and assessment is good

Children are motivated and eager to learn. Staff use accurate assessments of children's learning to plan current and meaningful activities and experiences. For example, children are currently learning about transport from interest they have shown in cars and trains. Pre-school children bring items in from home and talk in small groups confidently about a visit to see a steam train at the weekend. Children take part in fun activities that help support their learning. Younger children engage in a traffic light game outside. They begin to understand the meaning of the colours as they stop for red and run for green. Children have good opportunities to practise their mark-making skills. They confidently use a range of tools and equipment, such as markers on flipchart paper and large chinks in the outside area.

### Personal development, behaviour and welfare are good

Children's emotional well-being is supported well by staff who are caring and kind. A well-established key-person system helps to support children and families. As a result, transition into the next room is smooth as children move at their own pace and level of ability. Staff praise children for their achievements. Children develop good levels of self-confidence. They become confident to initiate their own play and learn to help each other. Staff have high expectations of children's behaviour. Children learn to embrace and respect each other's similarities and differences. They benefit from healthy lifestyles as they have opportunities to play outdoors on a daily basis and enjoy healthy snacks and freshly prepared meals.

### Outcomes for children are good

All children are making good progress in their learning, given their starting points and capabilities. Children are happy, settled and well prepared for the next stage of learning and eventual move to school. Staff support children's communication and language development well. Children participate enthusiastically in routine activities, such as singing familiar songs or counting the number of children present before putting their coats on for outdoor play.

## Setting details

<b>Unique reference number</b>	EY422250
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	1065649
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	68
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Yvonne Raper and Cheryl Parton Partnership
<b>Registered person unique reference number</b>	RP904305
<b>Date of previous inspection</b>	16 September 2013
<b>Telephone number</b>	01782 711100

Friends Together Day Nursery was registered in 2010. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2, 3 or 5. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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