

First Friends Day Nursery

Former Wilton and Barford School, West Street, Barford St Martin, Salisbury, SP3 4AH



Inspection date

27 March 2018

Previous inspection date

24 August 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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

- Children respond positively to the caring and friendly approach of staff, and settle easily to play on arrival. Staff support children's emotional well-being effectively.
- Staff provide a good range of purposeful activities that motivates children's learning well. They support their interests effectively in play and help them make good progress.
- The management team actively supports staff with their continual professional development. For example, following recent training, staff have introduced investigation areas to help children develop their understanding and exploration of the world further.
- Children behave well. Staff act as good role models and praise children often. They encourage children to share toys nicely, be kind and respect the needs of others.
- Staff provide exciting opportunities to promote children's physical skills and enjoyment of exercise. Children often play outdoors and benefit from being out in the fresh air.

It is not yet outstanding because:

- Although the management team and staff track children's individual achievements well, they do not monitor the progress of different groups of children as well as possible to help identify any emerging gaps in their learning more precisely.
- Staff do not gather more-detailed information from parents about children's existing abilities on entry, to help them form initial assessments and planning more effectively.
- Although staff promote good hygiene routines overall, they sometimes miss opportunities to raise the younger children's awareness of better handwashing practices.

What the setting needs to do to improve further

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

- improve the systems for monitoring children's achievements to identify how different groups of children learn and progress best, to close gaps in their learning more effectively
- gain further information from parents about children's starting points to better inform the initial assessment and planning of activities
- improve ways to support all children to develop their understanding of their basic hygiene needs, to help minimise cross-infection further.

Inspection activities

- The inspector observed children's interactions in play indoors and outdoors, and accompanied one group of staff and children on a short walk.
- The inspector viewed documentation, such as operational policies, procedures and required records for suitability, including first-aid and qualification certificates.
- The inspector took into account the views of parents.
- The inspector discussed children's learning and development with staff and viewed children's observation and assessment records.
- The inspector had discussions with the owner and manager about operational procedures, including the nursery's self-evaluation and how it makes improvements.

Inspector

Mary Daniel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team supports staff awareness of their roles and responsibilities to protect children's welfare. For instance, it provides training and reviews policies and procedures to ensure staff know how to manage any concerns about children's welfare. The management team continues to assess staff suitability and has a positive attitude to evaluating practice and making improvements. For example, it has enclosed an outdoor area specifically for the babies in which to play safely, and identified ways to develop the garden play areas further. Staff form positive relationships with parents and seek their views to help develop the provision offered. For instance, staff now involve parents more to make suggestions for the snacks and meals provided for their children. Staff liaise with other settings children attend, such as through visits, and share ideas to help provide continuity for children's care and learning.

Quality of teaching, learning and assessment is good

Staff understand children's development and support their learning effectively. Staff raise children's awareness of colour and texture well. For example, babies explore cornflour and water, and watch with interest as this drips from their hands. Older children use a variety of creative materials, such as glitter and coloured tissue to design fish and turtle pictures for an 'under the sea' display. Staff encourage children's imaginations well. For instance, toddlers like to dress up as fairy tale characters. Older children eagerly make pretend meals for staff and visitors, such as 'strawberry ice cream' or 'egg on toast'.

Personal development, behaviour and welfare are good

Staff actively promote children's awareness of keeping fit, healthy and safe. For example, older children like playing football and develop good balance when walking carefully across a wobbly bridge. Younger children like to go on a 'welly walk' and have great fun splashing enthusiastically in puddles. Children enjoy nutritious meals, such as fish pie and vegetables for lunch. They gain awareness of foods that are good for them. For instance, they decide which they think are healthy or not. Staff liaise well with parents about children's individual care needs and routines. For instance, staff know the different ways babies like to settle to sleep or be reassured to help them feel safe in their care.

Outcomes for children are good

Children become confident communicators and active learners. They gain the necessary skills to help their future learning at school. For example, older children start to predict the colours they will make when mixing paints. They think about objects they can stretch, squeeze or pour, and decide which is solid or liquid. Toddlers eagerly help their friends find objects, such as a stone or plastic ball, to test whether they will float or sink in water. Children develop good language skills from a young age. For example, babies begin to follow simple instructions and say single words. Toddlers listen well to a favourite story and know the ending of the familiar refrains. Older children clearly explain their ideas in play, such as to tell staff how they decide the size order of different objects.

Setting details

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| Unique reference number | EY399193 |
| Local authority | Wiltshire |
| Inspection number | 1130545 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 0 - 5 |
| Total number of places | 71 |
| Number of children on roll | 53 |
| Name of registered person | First Friends Limited |
| Registered person unique reference number | RP529252 |
| Date of previous inspection | 24 August 2015 |
| Telephone number | 01722 743 119 |

First Friends Day Nursery registered in 2009. The privately owned nursery operates from a converted school in the village of Barford St Martin in Salisbury, Wiltshire. The nursery is open Monday to Friday from 7.30am to 6pm, all year round. There are 13 members of staff. The manager holds early years professional status, eight staff hold early years qualifications at level 3 and one holds a qualification at level 2. The owner also employs a dedicated cook. The nursery receives funding to provide free early years education for children aged two, three and four years.

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