

First Friends Nursery School

The Scout Building, Chineham, Basingstoke RG24 8PJ



Inspection date	16 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	

Effectiveness of 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

The provision is good

- Staff have a secure understanding of how children learn. They encourage children to make choices in their play. Staff carefully intervene to support and extend children's knowledge and understanding. All children make good progress from the moment they start at the nursery.
- Staff introduce new vocabulary clearly to improve children's speech development. They make good use of all interactions with children to enhance their communication skills.
- Children behave very well. Staff act as good role models and help children to understand the expectations for behaviour. Children are polite to each other and learn to share, with minimal adult intervention.
- Staff get to know children thoroughly from the moment they start at the nursery. They make good use of their knowledge to help to comfort and settle children into activities very well.
- The management team has high expectations for the nursery. It monitors staff closely and offers plenty of support and coaching to help to raise the quality of teaching.

It is not yet outstanding because:

- Some staff do not consistently make the best use of information sharing with parents to help them identify more precisely children's next steps in learning.
- Staff do not make consistent use of opportunities to extend children's knowledge and understanding of the similarities and differences between themselves and others, to develop further their awareness of diversity.

What the setting needs to do to improve further

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

- strengthen the consistency in staff's partnership with parents and further encourage all parents to contribute actively towards children's next steps in learning
- extend children's knowledge and understanding of the similarities and differences between themselves and others, to develop further their awareness of diversity.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the children, staff, owner and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding and staff suitability, as well as policies, procedures and progress records.

Inspector

Helen Harnew

Inspection findings

Effectiveness of leadership and management is good

The manager and staff are a friendly and experienced team. They reflect well on the routines and activities provided for the children. Management and staff make good use of suggestions from parents to drive future improvements and to raise the quality of provision further. For example, staff provide a written whiteboard of information for parents to see what activities children have enjoyed each day and what they have eaten for snacks. Staff research ideas and implement new learning into their practice well. For example, after researching outdoor play they now offer children more varied opportunities to be active in their outdoor area each day. Safeguarding is effective. Staff have a good understanding of whom to contact if they have any concerns about a child's welfare. Parents share positive views on the provision and staff. They say that staff are welcoming and meet their children's needs very well.

Quality of teaching, learning and assessment is good

Staff provide stimulating environments that help to support children's all-round learning effectively. They carry out regular observations on children's achievements and form accurate assessments on their progress. Staff plan plenty of opportunities to help children learn about nature and develop good technology skills. Children carefully cut different herbs and use their senses and developing language well to describe them. Staff make good use of experiences, such as nature walks, to help children to begin to learn about the world around them. Staff have recently enhanced the opportunities for children to extend their mathematical skills. Children begin to use counting in their everyday play. They count how many pieces there are in puzzles and compare the sizes of leaves as they collect them on a nature walk.

Personal development, behaviour and welfare are good

Staff form close relationships with children. They help to prepare children emotionally well towards their next stages in development. Staff make good use of outings to help develop children's understanding of how to keep themselves safe. For example, during a nature walk staff share with children how to walk safely by the stream and how to avoid potential hazards. Children develop good physical skills, such as balancing. They enjoy riding on bicycles and walking along balance beams. Staff work in close partnerships with professionals and other settings that children attend. They share plenty of information to help to offer consistency in children's learning.

Outcomes for children are good

All children make good progress towards their next stages in learning. They show independence and motivation to learn. Children have good opportunities to prepare their snacks and pour their own drinks. They tend to their own self-care needs well. Children practise their early writing skills regularly. For instance, children attempt to write the familiar letters in their name. They show perseverance when using the interactive board to complete puzzles and enjoy looking at books in the wigwam.

Setting details

Unique reference number	EY538214
Local authority	Hampshire
Inspection number	10079183
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	40
Number of children on roll	29
Name of registered person	First Friends Limited
Registered person unique reference number	RP529252
Date of previous inspection	Not applicable
Telephone number	01256 320290

First Friends Nursery School re-registered in 2016 and operates in Chineman, Basingstoke. It is open from 8.30am to 3pm from Monday to Friday, term time only. There are seven members of staff employed at the nursery, six of whom have relevant childcare qualifications. The manager has early years professional status and the deputy manager has qualified teacher status. The setting provides funded education for two-, three- and four-year-old children.

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