

# Little Friends Day Nursery & Learning Centre

Egerton Street, Chester, Cheshire, CH1 3ND

<b>Inspection date</b>	12/05/2014
Previous inspection date	04/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Teaching is good because of staff's detailed understanding of individual children. Also the animated and enthusiastic teaching style makes learning fun for children.
- The 'plan, do, review' or 'now and next' discussions staff have with children help them develop their understanding and have more control over their learning.
- Support for parents to develop children's learning at home is very good. Staff run parenting groups, provide information leaflets and individual suggestions relating to children's next steps in learning.
- Children who speak English as an additional language and children with special educational needs and/or disabilities are well supported. Signing is used throughout the nursery and this supports all children to communicate and make their needs known.
- The management team are fully committed to driving improvement in the provision and have fully reviewed all practices since the last inspection. Staff's professional development is nurtured to improve teaching and learning. Safeguarding children is a high priority for all staff working in the nursery.

### It is not yet outstanding because

- There is room to further improve the way staff's teaching skills are monitored to ensure their practice is helped to become exemplary.

## 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 held meetings with the owners of the setting, their manager and deputy manager.
- The inspector undertook a joint observation with an Early Years Practitioner during the morning session.
- The inspector looked at children's assessment records and planning documentation and a selection of policies and children's records.
- The inspector took account of the nursery's self-evaluation and improvement plan.
- The inspector reviewed the suitability checks for staff working with the children.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Sarah Rhodes

## Full report

### Information about the setting

Little Friends Day Nursery & Learning Centre was registered in 1995. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from a former primary school in the centre of Chester and is managed by a limited company. The nursery has five base rooms and an enclosed area available for outdoor play. It serves the local area and is accessible to all children. The nursery employs 33 members of childcare staff. Of these, 32 have appropriate early years qualifications, including four at level 2, 15 at level 3, two at level 4, six at level 6, four with Early Years Professional status and one with Qualified Teacher Status. The nursery also has five apprentices and two staff who work in the kitchen. The setting is open for 51 weeks a year, Monday to Friday, from 7.45am to 6pm. Children attend for a variety of sessions. There are currently 117 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting is a member of the National Day Nurseries Association. The setting receives support from the local authority.

### What the setting needs to do to improve further

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

- build on improvements implemented since the last inspection, for example, rolling out peer observations to include all staff as observers, to embed reflection on enriching teaching and learning even further.

### 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 because the staff have high levels of qualification and ongoing training and mentoring. This means that they are continually improving the methods they use in their teaching and their assessment of children learning. For example, since the last inspection, staff have reviewed their methods of recording assessments of children's abilities and introduced a tracker document which allows them to more easily identify areas of learning that need additional support. This allows the senior staff to track the progress of all children and ensure no one group is developing less favourably than the others. This means they can ensure all children are making good progress in line with their ability. Staff work with parents as soon as children start to attend. They gather information about the child's abilities, to build a picture of the starting points in their development for all seven areas of learning. Once children start attending, observations are undertaken to ensure staff quickly establish their own thoughts about children's abilities. These are recorded in a six week starting point summary. Ongoing observations are used to plan for the next steps in

children's learning and improved summary records have been introduced to provide a clear record of children's progress every three months. This record is also used for the progress check at age two. It ensures parents and other professionals are kept well informed of children's development throughout the child's time in the nursery.

Through careful observation of children's abilities, staff are able to identify any issues that potentially need to be addressed with the help of external agencies. These issues are shared with parents, and the staff provide any support that parents need to access further advice. Staff fully support the implementation of individual educational plans where these are necessary. Extra resources, such as one-to-one staffing are provided for children who require this level of support to fully access learning opportunities. All parents are encouraged to share information about issues that may affect their child's ability to learn, for example, recent illness or tiredness. The nursery provides a wide range of information to parents about how they can support their child's learning at home. For example, by providing generic information on behaviour management or helping a child give up a soother. In addition, more specific ideas about individual next steps in their children's learning identified through ongoing observations are shared with parents. Parents feel very well supported by staff and very well informed of their child's progress. Children are helped within 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 and that develop their self-care skills. For example, they learn to change into physical education clothing for some movement sessions and learn how to keep all their belonging together. They also learn to work as part of a small group, follow instructions and respect the ideas of their friends.

Children with English as an additional language are well supported. Key workers work in partnership with parents to identify key words and routines which support children's understanding and confidence. This provides children with opportunities to make connections between their home language and English, thus supporting their learning and preparation for the transition to school. Children in all rooms use sign language. This supports all children's development of speech, but is particularly useful for children with English as an additional language. The calm, but industrious environment that staff develop provides children with interesting and extensive indoor and outdoor spaces and activities which cover all areas of learning. Teaching is good with regular use of small group times providing opportunities for adults to extend children's ability to think and plan and ensures children develop good communication skills. Older children use a 'plan, do, review' system which helps them think about what they would like to do and review how the activity went afterwards. Younger children are provided with a sense of time and the ability to start to plan by discussing with staff what is happening now and what will happen next. Story times in all rooms are well executed, staff read in a dynamic and interesting way which engages the children and fosters an interest in books. Numbers are used for a purpose as they count the number of plates needed for their 'pretend picnic'. Children understand what they would use scales for and enjoy comparing things of different sizes. They show good levels of vocabulary and a confidence to express their ideas. For example, when talking about weighing scales, one child linked this with the scales on a fish, staff were able to explain about the difference in the two types of scales. Imaginative play supports children's development. For example, a picnic with teddies, provides an opportunity to design their picnic meals on paper plates, sing songs and enjoy

a story. Themes are used to stimulate children's interest whatever their age. For example, a recent theme of vegetables provided opportunity for toddlers to make pictures with vegetable printing or explore the texture of peas. Others sowed seeds and watched plants grow. Older children were encouraged to look carefully and notice small differences in a vase of flowers as they complete a still life painting. Skills they can use when noticing differences in letter formation when enjoying books. Babies enjoy a wide range of experiences as well, with access to mixing and exploring paints, and baskets of natural materials, as well as traditional baby toys.

### **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. Staff are sensitive and supportive of both children and their parents when children start to attend and when they are moving between rooms or changing key person. Staff understand the importance of this key person relationship in ensuring children are feeling secure enough to access learning opportunities. Parents find staff approachable and value their support and advice around issues, such as behaviour management, weaning and toilet training. Several said that as first time parents this help had been crucial. Staff are also supportive of parents and children with special educational needs and/or disabilities and will attend sessions with other professionals to ensure the nursery has all required information to support children's learning. Babies enjoy cuddles and warm interactions with the staff responding quickly to their needs. Older children are confident in the routines and know the staff who care for them well. This means children are ready to explore and learn because staff address any issues about their emotional well-being promptly.

Older children are prepared for the transfer on to school during their time in the pre-school room, as they develop their independence and confidence, for example, by serving themselves at lunchtime. 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 playmates. Children with special educational needs and/or disabilities are fully integrated into activities and their friends ensure they are not left out. Children in the baby room show care and compassion for other children as they play together at a painting activity. The atmosphere is warm and cooperative.

All children, including the babies develop healthy lifestyles. They 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 grassed play area or the tarmacked play area. The provision of two covered areas and all weather splash suits and wellington boots means children eagerly go outside even in heavy rain. This ensures they develop an attitude that exercise outside is a normal activity for any time of year. Children's dietary needs are met through the provision of freshly prepared meals, and the dedicated cooks ensures they are well balanced and attractively presented. Staff are very aware of children with food allergies and processes are in place to ensure children are kept safe. Toddlers and pre-school children develop self-care skills as they are encouraged to develop their ability to manage their hygiene needs, such as washing their hands before meals. The layout of the rooms allows children to make choices for themselves from a range of

equipment in low-level containers. Children are encouraged to keep themselves safe through discussions and activities. Staff ensure children understand the safety rules around walking near water or crossing road before trips to the park or walks by the canal.

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

The children benefit from a nursery, which has a strong management team who are committed to providing a high quality service and strives to continually improve. Since the last inspection by Ofsted, where the nursery received a number of actions to improve, the nursery has had one subsequent monitoring visit. The whole staff team have worked with the local authority advisor on a detailed action plan. The management team have implemented effective changes in staff-to-child ratios, staff suitability checks and safeguarding policies. Improvements to the provision for children who have English as an additional language, the observations and assessment of children's abilities and the completion of the progress check at age two have also been made. As a result, the children's welfare is assured. The management team have reviewed all aspects of the nursery over the last six months and introduced enhancements to many aspects. For example, they have conducted a safeguarding audit, updating their safeguarding policy and policies around the use of mobile telephones and social media. Children are safeguarded well through the implementation of clear policies and procedures which ensure staff can identify child protection concerns and take appropriate action to protect children. Their knowledge is refreshed continually by frequent team discussions and monthly tips to keep them alert to safeguarding issues. Appropriate recruitment procedures and induction processes ensure staffs' suitability is established when they are employed. Ongoing checks are in place to ensure staff remain suitable to work with 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. If accidents happen, the managers are proactive in reviewing procedures to see if anything further needs to be done to reduce risks to children. Staff to child ratios are always adhered to so that children are adequately supervised.

Ongoing appraisals and interim supervision meetings between appraisals are undertaken with all staff members to help drive improvement in teaching and identify training requirements. Since the last inspection, more robust monitoring of all aspects of teaching and learning has been introduced. Audits have taken place in all rooms, all records and planning have been scrutinised, displays checked and resources audited to ensure all children are receiving a good standard of education. This pro-active monitoring of the quality of care and teaching includes senior staff undertaking observations of staff working with the children. The results of this monitoring feed into the appraisal system to identify training needs. Opportunities to allow all staff to undertake peer observations are yet to be exploited to ensure staff develop the very best skills in reflecting on own and others teaching practice. High levels of qualification and frequent ongoing in-house training have a positive affect on the quality of the learning experience for children. The managers also encourage all staff to be involved in the action plan for improvement so they can draw on

everyone's ideas about how to enhance the provision further.

Partnerships with parents and carers are good, because staff have 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. They also have parents' noticeboards, regular letters and surveys to gather their comments. Parents evenings and parenting classes allow them to visit the nursery at a more relaxed pace and learn more about their child's learning environment at a time which suits them. The progress check at age two also accurately informs them of their child's progress. 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. 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. Children with English as an additional language are also well supported to develop the communication skills they will need in the next stage of their learning. 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 nursery has links with schools and pre-schools to support the exchange of information to meet children's needs and facilitate children's transfer to other provisions. Staff ensure all schools that children transfer to receive invitations to visit the nursery and a booklet setting out children's attainment.

### **The Childcare Register**

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	305161
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	963125
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	94
<b>Number of children on roll</b>	117
<b>Name of provider</b>	Little Friends Limited
<b>Date of previous inspection</b>	04/12/2013
<b>Telephone number</b>	01244 346456

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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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