

Inspection of First Friends PDN

141 Chaddesden Park Road, Chaddesden, Derby, Derbyshire DE21 6HP

Inspection date: 15 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at the nursery and confidently leave their parents and carers. They warmly greet staff and their friends and quickly join in with activities. Older children show that they feel settled and secure as they move freely between indoor and outdoor areas. They engage enthusiastically in conversation with adults and each other. Staff know children well and foster strong relationships with them. They plan stimulating activities that engage children's interests, build on their skills and help all children to make good progress. Staff recognise children's unique characteristics and understand how best to support them. For example, children with additional needs benefit from daily small-group activities. These help to build on children's social skills and language development and encourage their listening, attention and confidence.

Staff are good role models. They gently guide children and give clear and consistent explanations to help them to resolve minor issues. For example, when children find it difficult to share play equipment, staff use sand timers to help children understand when it will be their turn. This gives children reassurance and helps them to regulate their emotions. Children show respect and kindness to others, offering warm hugs when their friends arrive and giving comfort when they see someone is upset. Children flourish in this caring and nurturing environment.

What does the early years setting do well and what does it need to do better?

- The management team and staff have worked hard since the last inspection to address the actions raised. Staff undertake a wide range of additional training and receive good support from leaders to further develop their practice and skills. Effective monitoring systems are in place to ensure staff use consistent strategies to support children's behaviour and to maintain high standards of teaching throughout the nursery. This helps all children to reach their full potential.
- Staff regularly assess children's progress. They quickly identify any children who would benefit from additional support to develop the skills they require for the next stage in their learning. For example, staff sensitively guide children to develop self-care skills and independence. Older children quickly master how to fasten buttons and put on outdoor clothing.
- The partnership with parents and carers is strong. Parents comment that staff provide high levels of support for children and prepare them well for their transition into school. They feel reassured that children are cared for in a safe environment by practitioners who understand children's individual needs. Parents praise the 'exemplary' communication between nursery and home. Parents know what children are learning and how they can support this at home.
- Children show their understanding of a range of mathematical concepts, such as

size, shape and pattern. For example, when making cakes with play dough, children identify which ones are big and small and use their hands to knead and roll the dough into familiar shapes. However, staff do not always utilise daily routines and activities to extend children's problem-solving skills.

- Staff give high regard to developing children's language and communication skills. They show interest in children's thoughts and ideas and help to extend children's vocabulary through initiating conversation and singing songs and rhymes. Staff foster children's love of books and reading from an early age. Children actively engage during group story times and frequently approach adults to share a book together. Children benefit from a language-rich environment.
- Children behave well and show their understanding of why they need to follow certain rules. For example, they remember that they must not run indoors, as they might fall over and hurt themselves. Staff consistently reinforce gentle reminders during play to build on children's turn-taking and negotiation skills. This helps to create a harmonious atmosphere where children thrive.
- Children delight in spending time outdoors. They have ample opportunities to practise and extend their physical skills as they engage in a wide range of stimulating activities. Staff skilfully support babies to develop their muscle strength and stamina by playing games with them on the floor. Older children develop their spatial awareness as they ride wheeled toys. They have great fun digging in soil and shout with joy as they jump in muddy puddles.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to further develop their understanding of how to extend children's mathematical learning through practical activities and daily routines.

Setting details

Unique reference number	206106
Local authority	Derby
Inspection number	10354639
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	36
Number of children on roll	67
Name of registered person	First Friends P.D.N. Limited
Registered person unique reference number	RP521575
Telephone number	01332 677660
Date of previous inspection	23 May 2024

Information about this early years setting

First Friends PDN is located in Chaddesden, Derbyshire. It registered in 1999. The nursery employs 15 members of childcare staff. Of these, 14 hold an appropriate early years qualification at level 2 or above. The nursery opens from Monday to Friday all year round, closing for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for children aged from nine months up to four years.

Information about this inspection

Inspector
Kate Scheel

Inspection activities

- The manager and inspector completed a learning walk together and discussed the early years curriculum and the intentions for children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- Children spoke with the inspector during the inspection.
- The inspector spoke with the directors and manager about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and manager carried out joint observations of two activities.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

We carried out this inspection 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.

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