

# Buddies

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY346222
<b>Inspection date</b>	31 May 2007
<b>Inspector</b>	Julie Morrison
<b>Setting Address</b>	Newton Cap, 1 Newton Cap Bank, Bishop Auckland, County Durham, DL14 7PX
<b>Telephone number</b>	01388 607670
<b>E-mail</b>	paulinebuddin@aol.com
<b>Registered person</b>	Buddies
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day care, Sessional care, Out of School care, Crèche

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Buddies is a privately owned nursery and was registered in 2007. It operates from two floors in a converted pub in Bishop Auckland. Children have access to an enclosed outdoor area. The setting is open Monday to Friday 08.00 to 18.00. It offers full, sessional and out of school care. It is registered to care for 49 children aged up to eight years and currently has 39 children on roll. There are nine members of staff, eight of whom hold an appropriate qualification.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is inadequate.

Children's health is promoted as suitable standards of hygiene and cleanliness are maintained throughout the nursery. Each room is cleaned at the end of the day, tables are cleaned before and after food is served and all staff hold food hygiene certificates. Most staff follow good nappy changing procedures to reduce the risk of cross-infection. For example, wearing aprons, using changing mats which are cleaned after use and disposing of nappies appropriately. However, not all staff wear gloves; this means that good hygiene is not fully supported. Adult support and guidance helps children to become increasingly independent in their personal care,

for example, washing hands after the toilet and before lunch. A clear written policy regarding sick children and the effective recording of emergency contacts further promotes children's health and well-being. However, consent to obtain emergency medical treatment is not in place and medication records do not clearly show which child they are for; as a result children's good health is potentially compromised. Records of accidents are kept by the nursery staff; however, they have not been signed by parents. This is a breach of regulation.

Children have satisfactory opportunities for physical exercise, with regular opportunities to play outdoors. They use a variety of outdoor equipment, including bikes, slides and cars to promote physical development and help children to gain control over their bodies. Babies go outside when the weather allows and inside are able to crawl, roll and move around to explore their environment.

Children at the nursery and out of school club enjoy a variety of healthy snacks and meals, including fresh fruit and vegetables. Well-balanced and nutritious freshly made meals are prepared at the nursery and mealtimes are a sociable occasion with all of the older children sitting together in the dining room. Children are encouraged to serve their own meals, which helps to develop independence and self-help skills. However, good hygiene is not promoted at snack time as the children eat their snack while sitting on the floor. They are not given plates, which means that their food is often put onto the floor while, for example, they have a drink. The staff work closely with parents to ensure children's special dietary needs are met.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a warm and welcoming environment where most of the risks have been identified and minimised. The indoor space is well organised so that children are able to move around freely and explore their environment. The outdoor play area has a secure rear gate; however, the wall surrounding the area is relatively low, which could pose a potential risk to children. All children, including those from the out of school club, have access to a good range of safe and well-maintained toys and resources that are suitable for their age and stage of development. Most resources and toys are easily accessible to the children, being stored in child-height boxes, trays and shelves to enable children to make independent choices. However, entry to the book room is restricted for older children by a safety gate. This means that children have to ask if they want to get a book or have some quiet time.

Children are suitably protected as the setting has a good range of safety policies and procedures in place. The arrival and collection of children is well planned, with a secure entrance door, and up to date records of persons with permission to collect children. There are written fire procedures in place and, although staff have not yet carried out a fire drill, they are clear about the procedures to follow in the event of a fire. Children are kept safe on outings as staff ensure that babies are securely strapped into pushchairs and older children hold hands. Staff carry first aid kits and mobile phones and children are beginning to learn to keep themselves safe as staff discuss road safety with them. However, there are no written consents from parents in place for outings.

Staff have an adequate understanding of their roles and responsibilities in relation to child protection and are aware of the signs and symptoms of abuse. There is a written child protection policy in place; however, this does not include an allegation being made against a member of staff.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Most children clearly feel at home and receive a warm and friendly welcome from the staff, which helps to develop confidence and self-esteem. Staff demonstrate good levels of interest in the children and what they are doing. For example, they sit and read stories with them and encourage them to make pictures with glue and dried pasta. Children receive a good balance of child-led and adult-initiated play. For example, they ask to go to the book area and sit quietly looking and reading books and staff sit with babies and sing and clap with them. Children at the out of school club enjoy playing pool and board games and they play on the computers and the play station or staff sit and help them with homework.

Walls display lots of photographs and artwork by the children, which helps to create a sense of belonging for them. They know the routines well and respond enthusiastically at circle time, running off to get the sparkle box; 'The blue one today', children shout excitedly. Some staff make good use of questioning to extend children's learning. For example, as they read a story, 'Five Little Mice', they are given a mouse each and the staff encourage them to count out how many they have and how many are left as the cat, a glove puppet, takes one away. Such activities encourage children's learning and development in a fun way.

Staff are beginning to develop plans in line with the Foundation Stage and the 'Birth to three matters' framework. Photographic evidence is displayed around the setting, which is linked to the 'Birth to three matters' framework. However, plans are not yet being used with the children and children's individual progress and development is not being recorded. Staff are working closely with a link teacher and other organisations to develop their understanding of both frameworks in order to effectively plan and record observations.

## **Helping children make a positive contribution**

The provision is satisfactory.

Children at the setting are treated individually and valued; the walls display their work and photos. Staff respond to children's individual needs. For example, upset children are given lots of one to one attention and cuddles; however, if they still do not settle they are moved into a different room where they are happy. Children have some opportunities to learn about diversity and different cultures. For example, they have some resources and staff talk to the children about why people are different. However, resources are limited and there are no planned activities to promote children's understanding of diversity. Children learn about their local community as they go for walks to the river and to the park. Builders visit the nursery and talk to the children about what they do and they have also had a visit from a horse and horse box. Some staff have an adequate understanding of the needs of children with learning difficulties or disabilities and understand the importance of working with parents and other organisations to ensure that children's individual needs can be met. The setting has a 'Special Educational Needs Policy' in place; however, there is no registered Special Educational Needs Co-ordinator and some of the staff have limited understanding of the issues or the policy.

Children's behaviour is generally good; they benefit from positive relationships with the staff who know them well. They recognise when the children are upset or tired and children confidently go to them for support, cuddles and reassurance. Children are beginning to understand right from wrong through consistent boundaries, praise and age-appropriate techniques, such as explanation and distraction. For example, staff intervene well when two

children argue over a toy. She skilfully sits with them and engages them in play, distracting them from their argument.

Children benefit from positive relationships between staff and parents, who speak highly of the care their children receive. Parents receive an informative booklet prior to joining the nursery, which includes setting information, some policies and the menus. Information about the children, such as likes, dislikes, allergies and health needs ensures that children's individual needs can be met. Parents are kept up to date through daily diaries and verbal feedback and a noticeboard displays general nursery information. A complaints procedure is in place; however, this is not included in the information for parents, which means that parents may not be aware of it.

## **Organisation**

The organisation is inadequate.

Secure recruitment and vetting processes are in place to ensure that children are protected and cared for by staff with relevant experience, skills and knowledge. An induction programme is in place. However, there are no procedures to ensure that this is completed by staff; as a result, some of them are not fully aware of some of the policies and procedures. Regular team meetings and performance reviews ensure that staff are valued and training issues are highlighted. Most of the staff hold current first aid certificates and have begun training programmes on the Foundation Stage and 'Birth to three matters' framework. The manager demonstrates a commitment to training which improves staff development and benefits the care and education of the children.

Indoor areas are well laid out, allowing children to move around freely and self-select from a wide range of suitable resources. The setting has a suitable collection of policies and procedures and most required documentation is in place, securely stored for easy access. A daily register is completed for children and staff members; however, this does not show children's times of attendance. This is a breach of regulation. Overall, the provision does not meet the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure that accidents are signed by parents
- ensure that the register shows children's hours of attendance.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)