

Buddies

Inspection report for early years provision

Unique Reference Number	EY346222
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Registered person	Buddies
Type of inspection	Childcare
Type of care	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.

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 satisfactory. The registered person meets 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 three 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 95 children on roll, attending for a variety of sessions. There are 11 members of staff, ten of whom hold an appropriate qualification. The setting supports children with learning difficulties and disabilities.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in an appropriately clean and comfortable environment where they are beginning to learn about the importance of good hygiene throughout their daily routines. Staff set a good example as they use protective aprons during nappy changing and while handling food. Children wash their hands after using the toilet, however, hand washing before meals and snacks is not consistent. This means that good hygiene is not fully supported. All relevant documentation with regard to health, including specific dietary needs and consent forms are

in place and up to date. These positively safeguard children's well-being. Children do not attend if they are sick which enables the nursery to protect others from illness and this is discussed with parents when they first visit the nursery.

Children's well-being is supported through accessing a healthy diet. A weekly menu is displayed for parents and well-balanced and nutritious freshly made meals are provided for the children. Children and staff sit together in a social environment for meal times and older children have some opportunities to self-serve their food. Children enjoy healthy snacks of fresh fruit, which older children help to cut up, promoting independence. However, in the two year olds room there are not enough chairs to enable all children to sit together to enjoy their snack, this means that some children have to stand. Water dispensers and beakers ensure that children are able to freely access drinks of water, this further supports their independence and ensures children remain appropriately hydrated.

Regular use of the outdoor play area where children play on ride on toys and with bats and balls, provide suitable opportunities for healthy exercise to encourage their physical development. Babies and toddlers are developing their locomotion and balance skills through a selection of push-and-pull toys. Children are active or restful through choice and babies sleep in-line with their individual needs and parent's wishes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Effective safety procedures and equipment ensure that children are kept safe and secure. For example, written risk assessments are in place and good use is made of safety gates to allow children to move around safely and freely. All staff hold a current first aid certificate and participate in regular refresher sessions to ensure that their practice remains up to date, for example, they recently participated in training specifically on choking. As a result, children are assured of receiving good care and treatment if they have an accident. Toys and resources are stored in child height boxes and on shelves enabling children to access them independently and make choices about their learning and play. Staff ensure that toys are cleaned and checked regularly to ensure that they are safe and suitable for the age and stage of development of the children. Children are kept secure through good procedures for entry to the building and a record is kept of all visitors to the setting.

Children's knowledge about personal safety is encouraged by gentle reminders from practitioners, for example, to hold onto hand rails as they climb the stairs and regular fire drill practises. They benefit from visits from local police, fire officers and a 'lollipop' person. This positively contributes to children developing a sense of danger and learning how to keep themselves safe. Staff have a secure understanding of their role and responsibilities under child protection and procedures are in place in the event of an allegation against staff. As a result, the welfare of children is effectively safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are suitably engaged in a range of activities that are age appropriate and contribute to children's satisfactory progress. For example, babies happily explore treasure baskets of spoons and whisks while older children enjoy water play and imaginative play in the home corner. The preschool room is well laid out so that the children can access a good range of

activities. For example, they sit and draw pictures and play with building blocks. Children at the out of school club are able to access a suitable range of resources, both inside and outside. However, the out of school room is cold and does not display any posters or pictures, as a result, it is not a welcoming environment in which to play and learn.

Most children at the setting are happy and settled and staff ensure that new children receive lots of attention and reassurance to support them and help them to settle. Staff interact appropriately with the children. For example, some of them sit on the floor and engage in play, prompting learning through open ended questions and discussion on letters and colour. Plans are in place for all of the rooms and some staff have a clear understanding of the 'birth to three matters' framework and are committed to introducing the Early Years Foundation Stage. However, plans do not consistently show any differentiation for children's abilities or how they are used to inform future planning to ensure that children's individual needs are met.

Helping children make a positive contribution

The provision is satisfactory.

Children have some opportunities to learn about the world around them, through planned activities and an appropriate range of resources. For example, they celebrate the Chinese New Year and use maps to look at countries that the children are visiting on holiday to promote discussion. Walks to the local library and trips on the bus to the supermarket help children to become aware of their local community. Children with learning difficulties and disabilities are appropriately included in the setting. Key workers demonstrate a suitable understanding of the needs of individual children and are committed to working with parents and other professionals to ensure children's individual development. A written policy is in place and the setting benefits from a Special Educational Needs Co-ordinator.

Children demonstrate a sense of belonging at the setting, they benefit from staff who have a clear understanding of their needs and know the children well. They support new children by giving them lots of cuddles and reassurance. Children's behaviour is generally good and they receive some praise for positive behaviour. A written behaviour policy is in place and although all staff are aware of the policy, they are not confident or clear about what it says.

Effective relationships with parents means that children benefit from the two way sharing of information about their daily needs and routines. The setting gathers relevant information from parents before their children start and ensures that they are kept informed about their child's day through verbal feedback and written information. A notice board which displays relevant policies and a monthly newsletter further keeps parents informed and ensures consistency of care.

Organisation

The organisation is satisfactory.

Generally children enjoy their time at the setting and as a result most are happy and settled. Space is well laid out so that children are able to move around freely and safely and make independent choices about their learning and play. Children benefit from a key worker system and children are grouped appropriately at the setting. Staff benefit from regular team meetings and one to one appraisals systems to highlight any training needs and discuss issues.

Secure recruitment and vetting procedures are in place to ensure that children are cared for by staff with appropriate skills, knowledge and experience. However, there is no procedure in

place to ensure that new staff have read all policies and procedures, which means that they are not all fully familiar with all working practices. All required documentation is in place and securely stored for easy access.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the previous inspection actions to ensure that all accidents were signed by parents and to ensure that the register showed children's hours of attendance were raised. All accidents are signed by parents and the register clearly shows children's hours of attendance.

Complaints since the last inspection

Since the last inspection 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 complaint 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 satisfactory. The registered person meets 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 further the registered person should take account of the following recommendation(s):

- promote children's health by ensuring that they consistently wash hands before meals and snacks
- provide sufficient chairs in the two year olds room so that all children can sit together for snack time
- consider the layout and decoration of the out of school club to make it more welcoming for children
- develop plans to show clear differentiation for children's individual abilities
- develop induction procedures to ensure that staff have read all of the policies and are clear about how to implement them.

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