

# All My Friends Childcare Ltd

Inspection report for early years provision

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**Unique reference number** EY336103  
**Inspection date** 05/11/2008  
**Inspector** Carole Elizabeth Price

**Setting address** 87 Barnwood Road, Gloucester, Gloucestershire, GL2 0SF

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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

All My Friends Day Nursery was registered in 2006. The nursery is one of three settings owned by the company group. The nursery operates from a detached house in Barnwood on the outskirts of Gloucester City. The nursery is open all year round from 08.00 until 18.00 each weekday. Facilities include several playrooms on the ground and first floor of the premises. The main care of the older children takes place downstairs and the babies and toddlers upstairs. There is an enclosed outdoor play area. The provider is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 70 children within the early years age group may attend at any one time. There are currently 79 children on roll. Of these, 23 receive funding for early education. The nursery employs 23 staff who work with the children on a full or part time basis. Of these, most hold appropriate early years qualifications at Level 3.

## Overall effectiveness of the early years provision

All My Friends Day Nursery meets the needs of the children who attend and enables them to make progress in their learning and development. Staff are aware of the progress made by the children and effectively use this to plan for their next steps in learning and development. Children's uniqueness is recognised and understood by staff who are developing skills in meeting children's individual ongoing needs in their role as their key person. The staff have been involved in evaluating the provision's effectiveness and a thorough and achievable action plan has been put together to enable the continuous improvement of the setting.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure children are given drinks regularly to keep them appropriately hydrated
- organise lunch times so that sufficient equipment is available for all children so they do not have to sit and wait, and so that a pleasant learning experience is provided.
- ensure assessment arrangements relating to the Early Years Foundation Stage are in place for younger children.
- ensure all children can access a wide range of resources freely for their own purpose.
- further develop the key person system to meet the individual needs of all children, particularly with the younger children.

To fully meet the specific requirements of the EYFS, the registered person must:

- set in place a system for partnership working to share information with other providers who also provide care for children in the setting.(Safeguarding and Welfare)

01/12/2008

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

The nursery is generally well organised. All required policies and procedures are in place, regularly reviewed and accessible to parents and staff. Staff team working is good and they are all clear of their roles and responsibilities, however, staff and management understanding of the role of the key person differ and are not clearly established. Good systems for staff recruitment, induction and regular appraisal are in place, ensuring staff strengths and weaknesses are identified. Management have invested greatly in staff training since the last inspection resulting in an almost fully qualified workforce. Self-evaluation of the provision has taken place involving all staff, and from this an action plan has been developed. The action plan includes assessing the resources available to children, further developing the staff's knowledge of the Early Years Foundation Stage framework and ensuring children receive more experiences regarding knowledge and understanding of the world. Some areas as indicated in the recommendations for improvement, have not been identified. Partnership with parents is good. There is a good exchange of information between the nursery and parents which enables the staff to meet children's individual care routines. Parents receive information daily regarding their child's food intake, sleep routines and activities they have been involved in. They can also attend parents' evenings to discuss their child, social events such as afternoon tea to celebrate Mother's Day and information evenings where they can learn about the Early Years Foundation Stage and how this impacts on their child's learning at the setting. Some children attend other registered settings. Links have not been made with these providers to ensure the activities provided complement each other in meeting individual children's needs. Children are safeguarded effectively through staff knowledge and understanding of the required policies. They are aware of the procedures and confidently explain the steps to take to safeguard children. Risk assessments are carried out regularly. Daily checks are made in the play, sleep and outdoor areas used by the children before they arrive to ensure they are safe. Regular emergency evacuation drills are carried out and staff use this as an opportunity to explain to older children about keeping safe.

## **The quality and standards of the early years provision**

Children take part in a range of activities and experiences over time which helps them to learn and develop. Staff are aware of the Early Years Foundation Stage and most have a good understanding of the areas of learning. Children benefit from a balance of adult led and child initiated activities. Older children choose and select activities and resources for themselves. They choose the paper and paints they wish to use when making firework pictures, mixing the colours as they paint and explore. Younger children's choice is limited to what is available in each room at a time. Staff observe all children as they play, making notes of their progress which they record on the children's individual development records. Older children's records are up to date and reflect the new framework, however younger children's records are not in line with the areas of learning. Staff then use their knowledge of the children along with their records to plan for each child's next

steps in learning and development.

Children are confident, they chat to each other and the adults as they play together. Younger children happily sit with adults and look at books, enjoy a cuddle and investigate as they play with the shaving foam. Older children talk and listen to each other during circle time. They learn to pass the cuddly toy around and respect that whoever has it is the person to listen to. Children join in enthusiastically with well loved stories and singing. Staff question children to make them think as they play, for example 'What noise does this animal make?' 'What colour is the ball?' and 'What will happen if you mix the colours together?'. They discuss feelings and emotions and children explain what makes them sad or happy such as 'Mummy smiling'. Children have good physical opportunities as they play in the soft play area, crawl from one side of the room to another, pull themselves up on the furniture and practise their standing techniques. Older children take part in the weekly yoga session with the visiting yoga teacher. They enjoy their time outdoors where they ride bikes, scooters, push prams or run around on the grassed area. They grow plants, go for outings in the community to the florists, local shops or the library. Children learn about technology as they use the listening station, operate the compact disc player and take part in cooking activities. Children experience numerals and problem solving when they count as they play games, count the animals and put them into groups, sort out the trains and devise a train track which goes round the room. All children enjoy imaginative play as they dress up, feed the dolls and play with the small world toys. Children are given nutritious balanced meals and snacks during the day. They can access drinks as they play although they do not do this routinely. Lunch time for the older children and toddlers takes two sittings in the dining room. Staff sit with the children in between serving and clearing up. Due to the current organisation, children are sometimes rushed and lack of readily available equipment results in some children sitting waiting for cutlery to be provided. Younger children's feed routines are followed and parents provide ready made bottles for babies. Good hygiene routines are well established. Older children know when they have to wash their hands and can explain why they need to wash the germs off so that they do not get into their tummies. They confidently clean their teeth after lunch. Nappy changing routines are thorough to reduce the spread of any infection. Children learn to behave appropriately as they share and take turns. They are praised for positive behaviour and achievements such as helping to tidy the toys away or being kind to others.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted which required the provider or Ofsted to take any action.

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.