

# Banwell Buddies

Inspection report for early years provision

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**Unique reference number** 115232  
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**Inspector** Gillian Walley

**Setting address** Rear of Banwell Primary School, West Street, Banwell,  
North Somerset, BS29 6DB  
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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 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

Banwell Buddies is a well-established group situated in the vicinity of Banwell Primary School. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group is run by one management committee. Children are cared for in the play room and have access to toilet facilities. There is an enclosed terrace, school playground and field used for outside play.

The group opens Monday to Friday during term time only. At present, it opens from 09.00 to 11.30 and from 12.30 to 15.00. The group offers care for children between the age of two and under five-years-old. Currently, 41 children attend throughout the week on a variety of sessions. There are 34 children in receipt of early years funding.

There are currently nine part-time members of staff working directly with the children. Four of these hold a Level 3 qualification in early years. The group is receiving support from the local authority. The setting is able to support children who have learning difficulties or disabilities, and children who are learning English as an additional language. There is disabled access for adults and children. The group has links with EYFS provision in the primary school.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. It is a good setting which meets the needs of children well. A strength of the setting is its ability to provide excellent support for children who find learning difficult or who have ill-health. This is because the staff members care for the children's needs, and they work closely with parents and outside agencies so that expert help is available. The setting is inclusive and all children make good progress. The setting has a good capacity to improve further because the management committee and the staff members who deal directly with the children review the provision frequently to identify areas where improvements could be made.

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

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

- provide parents with more detailed written information about their children's progress
- keep record of assessments of children's progress so that they can be monitored and used to identify the next steps each child needs to take
- provide more opportunities for children's independent learning by displaying more print, letters and numbers in the outdoor learning area

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

Banwell Buddies is well led and managed, and runs smoothly on a day-to-day basis. It is run by a management committee, which works closely with the staff members who supervise the children so that information is shared and everyone is involved in evaluating the provision and identifying areas that could improve further. All adults who are involved with the setting undertake regular training. They are a very experienced and cohesive team. There has been good improvement since the last inspection, for example in the way children are observed and assessed. All policies and procedures, and the provision for pupils with health problems, have been reviewed. There is an action plan for future improvements which will provide the children with more learning opportunities. The children's progress is carefully monitored and used to identify what might be changed. For example, the staff have noticed the differences in the way boys and girls learn, and they now change the layout of the classroom each day because boys find that more motivating. One member of staff is studying this difference in learning styles in depth, and the setting is benefiting from this expertise. The children have key workers, but all adults are involved in assessing the achievements and progress of all the children. Adults question the children carefully so that they are encouraged to think and to solve problems.

There is good support for children with health concerns or learning difficulties, so that they make good progress in the pre school. The staff members have good links with other agencies so that expert help is available. There are very good procedures for safeguarding children and identifying possible risks. There is a signing-in routine for visitors, and the premises and outdoor areas are checked at the start of every session. There are procedures to ensure that parents are informed of any accidents. If a child is given medication by a member of staff records are kept and signed by two members of staff and the parent. Records of any accidents are analysed to detect any trends which could indicate a problem which needs investigating.

Parents are asked what the children enjoy doing so that staff can provide activities the children will enjoy. The children talk about the things they like doing. The children are observed closely and this information helps staff to decide what steps the children need to take next in order to make good progress. Currently, this information is not recorded in enough detail for the staff members to be able to monitor children's progress closely, for example, to see which areas children succeed in and which ones they find more difficult.

The pre-school has a strong partnership with parents, who feel that the staff members look after their children well. Parents are confident that their children are completely safe, and they feel that they are consulted about their views. There are regular surveys to ask for their suggestions as to how things might be done differently. They like the way their children become increasingly independent at pre-school, and they develop confidence and communication skills. They feel that their children develop high self-esteem, for example, they are given 'wow' cards when they have achieved something special. Parents like the information board

and regular newsletters which tell them what is happening and they are always welcome to come in to the pre school to help. They hear about their children's progress informally when they deliver or collect their children, and they are invited to parents' meetings. Parents like hearing about the new experiences their children have, and can build on those at home. They can always look at their children's individual folders which show photographs and observation notes. Parents trust the staff to provide activities at the right level of challenge for their children, but they would like to have a more detailed understanding in writing of what they are learning and the progress they are making. The manager has already identified this as a priority. There are good links with the primary school and this helps the children to make a smooth transition. The children visit the reception class for a story time once a week, and are invited to special events at the school.

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

This is a good provision therefore, children make good progress and enjoy coming to the pre school. The adults take great care to ensure that the children are safe and happy. The children behave well because adults have high expectations of them and praise them frequently. There are posters which remind them about good listening and other routines. The atmosphere is calm and the children play well together, taking turns and sharing. The pre school is very well resourced, and the resources are clearly labelled and accessible so that the children select what they would like, and tidy away afterwards. There is a cosy book corner, and an area where the children develop their problem solving and numeracy skills. There are creative activities, puzzles, construction kits and toys which help the children to learn how to assemble and dismantle. The children become more independent because they can choose what they would like to do. There is a gerbil and the children help to look after it, so that they learn how to look after pets. Recently the enjoyed 'Animals Week' and their parents were able to bring their pets in, or provide photographs, for other children to see. There is a role play area, with many dressing up clothes so that children enjoy imaginative play. The area is set up to encourage children to write, for example when it is a police station. There are posters showing shapes, letters and numbers which reinforce the children's learning indoors, but these are not provided outdoors. As a result, opportunities for independent learning are missed. There are displays of children's creative activities, for example the mini beasts they had made with paint and collage. Outdoors, there is a very spacious area which provides many opportunities for role play, climbing and riding vehicles. There are sand and water trays, places for mark making, and areas where the children have planted and grown seeds and bulbs. There is plenty of shade, but there are posters reminding them to stay in the shade, drink plenty of water, wear a sun hat and use sun cream when it is hot. The pre-school can use the primary school's playground and the reception class outdoor area.

The children learn about personal safety and practise leaving the building in an emergency. They learn about the importance of healthy eating and taking exercise. They enjoy healthy food choices at snack time, and can always help themselves to a drink of water. The staff change the way snack time is run through the year according to the age and experience of the children. Currently, many of the

children are in the younger age group and eating snacks as a large group works best, but when they are ready they will be given a choice of continuing with this or helping themselves to fruit when they wish to. They learn how to take care of themselves, for example washing their hands before eating. The children understand that some people have different customs because they talk about other countries. They learn about special times, such as Chinese New Year, Hanukkah, Harvest and Divali. There are multi-cultural books, dolls and puppets. During Chinese New Year, the children made dragons, tried Chinese writing and listened to Chinese music.

The children are sometimes taken out for local walks, for example to the library, the river or the toy factory in their village, or they go further afield to a beach or a farm. Sometimes, there are visitors who give the children new experiences, or the staff will choose a specific focus for activities, such as during 'Science Week'. The children enjoy their time at the pre school, and especially like making friends, dressing up, painting and going outside. They feel safe because the adults look after them and help them.

## 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>	2
How well does the provision promote inclusive practice?	2
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>	2
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>	2
<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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **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