

Buddies

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

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 8am to 6pm, 51 weeks of the year. A variety of sessions are offered. The building has access for anyone with a physical disability via a ramp and widened doors.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for not more than 49 children under eight years; of these, not more than 49 may be in the early years age group, and of these, not more than 18 may be under two years at any one time. There are currently 94 children on roll in the early years age range, attending on a full and part time basis. This includes 34 funded children.

There are 19 staff working with the children. All staff have a Level 3 qualification in Childcare or above. The two owners are also the managers, one has a Higher Level Teaching Assistant qualification, the other has a Bachelor of Arts Honours Post Graduate Certificate of Education degree and has Early Years Professional Status. Four staff are working towards a foundation degree in early years. The setting employs a cook and a kitchen assistant/cleaner

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the nursery. The owners and staff are enthusiastic and caring, providing a wide range of fun activities across most areas of learning. As a result, children are making good progress in their learning and development. Staff work closely with parents to gather relevant information to meet children's individual needs and ensure that all children are included well at the nursery. The owners and staff have a clear understanding of areas for development and appropriate procedures have been established to monitor and evaluate the care and learning they provide. Consequently the capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop the arrival and departure procedure for staff
- develop the systems for summative assessments in order to clearly track children's development over time
- develop the outdoor environment to offer children freedom to explore, use

their senses and be physically active and exuberant.

The effectiveness of leadership and management of the early years provision

Children are well-protected. All staff demonstrate a secure understanding of their role and responsibility with regard to safeguarding children. The manager and many of the staff have undertaken further safeguarding training making certain their knowledge is up-to-date. Robust recruitment and selection procedures are in place and all staff are suitably vetted. Proof of this is securely stored in a locked filing cabinet. A good range of policies and procedures are in place underpinning the nursery's practice. These are in the process of being reviewed to ensure they reflect current practices. Written risk assessments for the indoor and outdoor space, as well as, outings help to promote children's safety. The records of these are securely stored on the nursery computer with each nursery room having their own daily check list so that staff can quickly minimise any identified hazards for children. Appropriate safety equipment, regular checks and close supervision of the children further safeguard them. Children are well protected in the event of an accident, as most staff have current first aid certificates and there is a well stocked first aid box available. There is a secure finger print entry system for staff and parents to further protect children from anyone unauthorised accessing the building. Staff and visitors also complete signing in sheets, however, staff do not consistently follow this procedure.

Good procedures are in place to monitor and evaluate the care and learning the nursery provides. This includes the completion of the Ofsted Self Evaluation document along with other robust internal methods to evaluate the nursery provision. The owners and staff team are dedicated and enthusiastic about providing a good quality service and to develop their practice. They are clear about their roles and responsibilities and have a strong commitment to continual professional development. The nursery has positively addressed the recommendations from the previous inspection. For example, detailed induction procedures are in place to ensure that staff have a clear understanding of all the nursery policies and children consistently wash their hands before meals and snacks. These, along with other improvements have a positive impact on promoting good outcomes for children. Resources are plentiful and of a good quality. These include resources to help raise children's awareness of diversity. Even babies are encouraged to select their own resources and make decisions about their play. Staff provide an interesting learning environment for all children with lots of displays of words, numbers, artwork and photographs. Children are learning about the importance of recycling as they use cartons and boxes in the role play area and to make models.

Partnership with parents is a strength of the nursery. The owners and staff are approachable and friendly. They have highly effective communication links in place with parents. This helps to ensure that children's individual needs can be met well in a comfortable 'family like' environment. Regular verbal feedback, newsletters, sharing of 'moving on' files, along with a clear open door policy, ensures that parents are kept well-informed about their children's care and learning. Parents are

able to borrow story sacks to continue children's learning at home in a fun way. Children also regularly take nursery pets home and document their adventures at the weekend. Feedback from parents is very positive. They speak highly of the care and education that their children receive both verbally at the inspection and through completing recent feedback sheets. The nursery works closely with local schools to ensure continuity of care for the children. The setting benefits from a named Special Educational Needs Co-ordinator who is clear about her role. The whole staff team demonstrate a genuine commitment to working closely with external agencies and parents to support the inclusion of children with special educational needs and/or disabilities and those with additional and specific needs.

The quality and standards of the early years provision and outcomes for children

Children are secure and have close and caring relationships with the staff. Many of the older children have attended since they were babies. They are very settled and move around the nursery with confidence. Staff have a good knowledge of the learning and development requirements which helps to promote children's progress towards the early learning goals. Effective systems are in place to ensure that children receive enjoyable and challenging learning experiences that are tailored to meet their individual needs. There is a good mix of child-initiated and adult-led activities. Observations are used well to plan for the next steps in children's learning. Children's development files are in place and show children's progress. The nursery uses the newly introduced Durham County Council's Flying from the Start to assess children's learning. However, assessment is still in the early stages of development in some rooms.

Children enjoy regular outings in the local area. They are frequent visitors to the local library and theatre. All children are developing many skills that will contribute to their future economic well-being. For example, they are becoming increasingly confident in information and communication technology, such as, programmable toys and computers, skilfully using the mouse and completing simple programmes. All children have good opportunities to be creative. For example, babies enjoy mixing different paint colours under the plastic film, while older children enjoy making their own masks and gluing and sticking with a variety of different materials, including feathers. Children thoroughly enjoy making marks using shaving foam and toothbrushes, with some children being to write their own name. Children access outdoors on a daily basis where they receive good opportunities to develop their physical skills. For example, boys and girls receive weekly football coaching on the nearby open green space and they ride their bikes in the yard area. However, opportunities for energetic play outdoors is not always easy to plan for as it is not able to be free flow for all rooms due to the lay out of the building. Children enjoy celebrating different festivals from around the world. Further activities, such as, dressing up, role play and stories consolidate children's growing knowledge about different cultures, costumes, food, ways of life and the different jobs that people do.

Staff use praise and encouragement effectively to support children's learning and

development as they play. Children are well-behaved and good at sharing and taking turns. They learn about dangers and how to stay safe in fun ways. Babies are learning to use stairs safely as they confidently access the pirates platform using the steps and handrails. Children visit the newly opened local fire station where they dress up in firemen's helmets and explore the fire appliances. Older children know to wash their hands thoroughly with soap and water before eating, while younger ones confidently use wipes. The nursery employs it's own cook and children enjoy nutritious home cooked meals. Mealtimes are a social occasion with the children from each room using the dining room.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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