

# Barnston Buddies

Inspection report for early years provision

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<b>Unique reference number</b>	EY288750
<b>Inspection date</b>	12/04/2011
<b>Inspector</b>	Sylvia Cornock

<b>Setting address</b>	Barnston Primary School, Sandham Grove Barnston, Wirral, Merseyside, CH60 1XW
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<b>Type of setting</b>	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**

Barnston Buddies is privately owned and managed day care and out of school club. It was registered in 2004 and operates from a purpose-built unit consisting of three rooms within the grounds of Barnston Primary School in Wirral, Merseyside. Children share access to a secure enclosed outdoor play area. The setting serves children from the local community. A maximum of 42 children under eight years may attend the setting at any one time, and of these, not more than 16 may be under three years and none may be under two years of age. The setting also offers care to children aged eight years to 16 years. The pre-school provision operates for 50 weeks of the year, Monday to Friday from 9.15am to 3.15pm and the out of school provision operates from 8am to 9am and 3.15pm to 6pm during term time. The holiday play scheme is open from 8am to 6pm during the school holidays.

There are currently 263 children on roll. Of these 176 are under eight years and of these 102 are within the early years age range. The setting is in receipt of funding for early education. The setting supports children who speak English as an additional language and also supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs ten members of staff who work directly with the children. The manager and one staff member hold Early Years Professional Status and a degree in Childhood Studies, six staff hold a National Vocational Qualification (NVQ) at level 3 in early years and one is currently undertaking an NVQ at level 3. The setting also employs an administration officer. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children's welfare needs are rigorously safeguarded because staff are extremely professional and endeavour to maintain the highest possible standards of care and education. Children make outstanding progress and overall enjoy an extensive range of highly enjoyable activities. They are valued as unique individuals and inclusive practice is a key strength within the setting. Children's progress is imaginatively shared through excellent partnerships. The setting demonstrates an excellent capacity to improve, having implemented a significant number of positive changes. The management team, in consultation with staff, parents, carers and children are constantly reflecting upon their practice and identifying further areas for improvement.

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

To further improve the high quality early years provision the registered person

should consider:

- extend further opportunities for children to work alongside artists and other creative adults so that they see at first hand different ways of expressing and communicating ideas and different responses to media and materials.

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

The extremely strong management team ensure the safety and welfare of children is given high priority throughout the setting. Staff have an excellent knowledge and understanding of safeguarding through comprehensive policies and procedures which are reviewed on a regular basis to ensure they continue to meet requirements. Highly effective recruitment, employment and induction procedures are in place to protect children. The organisation and management of the setting is superb with the focus always on helping children to make outstanding progress and promoting their welfare. For example, staff use extensive daily risk assessments and safety checklists, to ensure that the environment is always safe, clean and fit for use. Robust risk assessments are completed for all outings to ensure children's safety.

The management team are actively involved within all aspects of the provision and are eager to achieve the highest service standards for the local community. The whole staff team is enthusiastic and highly motivated towards providing excellent quality care and education for children. This is demonstrated through their desire to gain accreditation for the quality of their provision and through attendance at an extensive range of courses and early years update meetings. Staff have great enthusiasm and show an outstanding commitment towards their involvement in the self-evaluation process in order to bring about continuous improvement. For example, ongoing staff meetings are held to further enhance staff development and as a result they have an excellent understanding of their roles and responsibilities. Consequently, they work highly effectively as a team because they feel valued, supported and exceptionally well involved with the setting.

A comprehensive equality and diversity policy outlines an excellent commitment to promoting inclusive practice. Staff have an excellent knowledge and understanding of individual children and as a result their needs are extremely well met. Children with special educational needs and/or disabilities and those who speak English as an additional language are extremely well supported through the staffs' exceptional liaison with other professionals, parents and carers. Deployment of resources, including staff, is excellent. They keep extensive daily records of children's progress and make detailed activity plans, to ensure the six areas of learning are providing a stimulating and dynamic environment both inside and outside. As a result, children's interests are captivated, and they are quickly learning how to be healthy, safe, positive and considerate people with a desire to participate and achieve. Excellent systems are in place to work alongside the reception class teacher, other settings and carers to ensure the progression, continuity of learning and smooth transition of children.

Partnership with parents and carers is superb as staff discuss every aspect of their child's learning and development with them. They share extensive information through daily discussions and the completion of the child's daily record book. Parents and carers are actively encouraged to spend time in the setting playing alongside their child and staff offer outstanding support and guidance to enable them to effectively be involved in their child's learning and achievements. Parents and carers comment on how valuable they find this and their appreciation of the staffs commitment to their child's welfare and education. Displayed information, children's artwork and informative learning journeys clearly display to parents the exceptionally high quality care and education that is offered.

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

The learning environment provided by the staff and their skilled interaction with children to support their learning and enjoyment, is inspirational. The extensive range of resources are varied, stimulating and easy to access. Routines for indoor and outdoor play are consistently used and applied. As a result, all children feel secure, confident and at home, and make significant gains in their learning and development. Their levels of achievement are excellent in relation to their starting points and capabilities. Staff organise the space and resources within the indoor and outdoor areas with great skill offering an extremely wide choice of experiences and interests. This ensures that children receive an extremely rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play.

Children are warmly greeted into a welcoming environment with a superb range of resources and equipment. They are making outstanding progress because staff are highly effective at teaching children how to participate and adopt safe and hygienic routines. This promotes their self-esteem. Staff make excellent use of praise and confidence building to successfully teach children to behave well, respond enthusiastically and play cooperatively. They provide excellent resources to enhance children's development of communication, language and literacy skills. Children enjoy reading as they freely access an extensive selection of books including those in dual languages. They are extremely competent in recognising numbers and letters. They view their names and observe labels and print pointing out the letters that represent words. They demonstrate excellent listening and concentration skills. For example, children sit together and eagerly sing songs and rhymes using musical instruments and add the corresponding actions with the melody maker music teacher.

Children's creativity is supported through very good access to an excellent range of role play equipment, construction toys and an extensive range of media. They enjoy extensive opportunities to design and make objects using recycled materials. However, opportunities for children to work alongside artists and other creative adults so that they see at first hand different ways of expressing and communicating ideas and different responses to media and materials are less well developed. Staff take every opportunity to develop children's technology, problem solving and mathematical skills, through counting in many everyday situations and using the computer. All children enjoy and have great fun in the superb outdoors

where they can choose activities to develop their creative and physical skills. Many of these activities are also available indoors, giving them the choice of indoor or outdoor play; such as water play, sand, painting, and planting flowers. Children are involved fully in all aspects of an activity from start to finish and the staff take every opportunity to explain why something happens or how it works.

Children's welfare is promoted by the staff to a consistently high level. For example, children are taught how to be safe through themes, discussions and taking part in evacuations of the building. The setting focuses upon emotional and physical health, and cultural diversity, as they embrace and welcome everyone into a wholly inclusive environment. Children celebrate a wide variety of different festivals and have an excellent understanding of helping others as they fundraise to support comic relief. The promotion of healthy eating is outstanding because staff provide children with an extensive understanding of which foods and drinks are good for them, through the healthy snacks provided. Children know how to act safely outdoors and adopt good personal hygiene. Staff blend daily routines and activities expertly together so that children acquire competency, confidence and independence in all areas. As a result, children exhibit excellent skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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