

# Best Friends Private Day Nursery

Inspection report for early years provision

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**Unique reference number** EY290923  
**Inspection date** 21/11/2011  
**Inspector** Karen McWilliam

**Setting address** St Johns Road, Worsley, Manchester, Lancashire, M28 1AR

**Telephone number** 0161 703 7132

**Email**

**Type of setting** Childcare - Non-Domestic

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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**

Best Friends Nursery was registered in July 2004 and is one of several Nurseries owned by Just Childcare Ltd. It operates from ground floor premises in the Worsley area of Manchester. The nursery serves the local and wider community. It is accessible to all children and there is a fully enclosed area for outdoor play. The nursery opens each week day from 7.30am until 6pm for 51 weeks a year. Children are able to attend for a variety of sessions.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 89 children may attend at any one time, all of whom may be in the early years age range. There are currently 101 children who are attending within this age range, some in part time places.

The nursery provides funded early education to three-and four-year-olds. The nursery supports children with special educational needs and disabilities. The nursery employs 28 members of childcare staff. Of these, 27 hold appropriate childcare qualifications. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

A well-developed knowledge of each child's needs ensures that staff successfully promote children's welfare and learning. A comprehensive self-evaluation identifies priorities for improvements and the capacity to improve is good. Partnerships with parents and others are valued in the nursery. This ensures that the needs of all children are met; including those with special educational needs and disabilities. Most resources and systems support children's progress well, although there is room to extend some aspects of children's learning. As a result of this, children progress well given their age, ability and starting points.

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

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

- extend opportunities for children to experiment with writing, for example during role play
- ensure staff value what children can do and their own ideas. This is in regard to creative activities.

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

Children are safeguarded and well protected in the setting because the staff have a good knowledge of local safeguarding procedures. The manager ensures all staff are well informed about child protection and she has the appropriate contact details available should she be concerned about a child. The setting has robust recruitment procedures in place to check the suitability of adults. Comprehensive risk assessments are in place and regularly reviewed. This means that children are well protected when using equipment and exploring the environment. Children are also further protected because the nursery keeps good records including accident, medication and attendance records.

The setting works hard to involve parents in their children's learning. Effective systems ensure parents' comments are valued in children's learning journeys and included in planning. They obtain useful information about each child, such as what they can do as well as their dietary and personal care needs. This means that parent's wishes and children's individual needs are effectively met. Partnerships with other professionals are well established. The setting works closely with other practitioners during children's transitions into new settings. Therefore children are well supported in the setting and as they move on to their new nursery or school.

Continuous professional development is a high priority for staff. This results in a dedicated staff team focussed on promoting positive outcomes for children. A comprehensive self-evaluation form has been completed which includes the views of parents, children and staff. This ensures targets for future improvements are identified and acted upon. For example, the staff identified that the boys did not often access the writing table, but do play with the small world toys. Staff added extra activities to encourage boys to use the table. There is a good range of resources for children to choose from including construction, small world toys and sensory objects to effectively challenge and stimulate children.

The nursery offers sensitive and caring support to children who have special educational needs and those with disabilities. As a result the staff have created an inclusive and welcoming environment.

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

Staff naturally and spontaneously promote the six areas of learning. They challenge children's thinking by planning motivating activities based on identified next steps in children's learning journeys. For example, children were drawing pictures of maps. Staff challenged this by planning a treasure hunt in the garden. Children created their own maps, used tea bags to create an 'old' effect and followed their maps to find the buried treasure. The treasure hunt was displayed on the nursery walls. However, most of the displays in the nursery are adult-led because there is an over reliance on templates. Therefore staff do not consistently demonstrate to children that their own creative expressions are valued. Children

build tall towers outdoors with staff questioning and challenging their thinking by asking 'is it as tall as me'. They also fit shapes into shape sorters and jigsaws. All of which contribute to developing good problem solving skills. Children sit quietly, engaged in the story corner reading a book and turning the pages, or join the dots on work sheets on the writing table. However, writing for a range of purposes is not effectively promoted in other areas. Therefore staff are not maximising opportunities to promote children's early writing skills. Children talk to each other through the speak and listening pipes outdoors. Staff have effectively implemented the 'letters and sound' programme. As a result children are developing good communication and language skills. Staff provide plenty of good activities to promote children's knowledge and understanding of the world. For example, children place furniture in the doll's house and make connections with their own home life. They put pieces in the bathroom and state 'my mummy has a shower'. Staff further develop this by discussing the other rooms in the doll's house.

Children's good health is promoted effectively by the nursery. The children are developing healthy eating habits as they choose from pieces of fruit at tea time and pour themselves a drink of water. Children are served well balanced and nutritious meals which are all freshly prepared and enhance their healthy lifestyles. Good hygiene procedures are implemented in all rooms as all children readily wash their hands before meals. All children are given good opportunities to be active. Regular access to the excellent outdoor play areas where children can balance, run and climb, all contribute further to the children developing healthy practices.

Children benefit from warm and trusting relationships with the staff at the nursery, therefore they are happy and secure. They confidently explore the play areas and snuggle into their key worker for a cuddle when upset. Children effectively learn to keep themselves safe. They cut with scissors and knives at meal times, master the 'wobbly bridge' and learn about road safety whilst playing on the 'pretend' road outdoors. Children are well behaved in the setting because the staff offer clear explanations and are good role models. Children are learning good independence skills because staff encourage children to serve their own meals and scrape their own plates when finished. Children independently access the computer, take photos with the digital camera and play with a range of electronic toys. As a result they are developing good 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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