

# Buddies Children's Centre

Inspection report for early years provision

---

**Unique reference number** EY320619  
**Inspection date** 16/12/2011  
**Inspector** Tara Street

**Setting address** Burton Road Primary School, Burton Road Monk Bretton,  
Barnsley, South Yorkshire, S71 2AA  
**Telephone number** 07786 525424  
**Email**  
**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Buddies Children's Centre is owned and managed by Barnsley Metropolitan Borough Council. It was registered in 2006 and operates from a new building attached to the local primary school. Children have access to a secure enclosed outdoor play area. A maximum of 34 children aged six weeks to five years may attend the setting at any one time; and of these, not more than six may be under two years. The setting is open Monday to Friday from 8am to 6pm for 50 weeks of the year. The setting serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 65 children on roll who are within the early years age range. Of these, seven are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register.

There are 13 members of staff, including the managers, who work directly with the children. Of these, one holds a qualification at level 7, one holds Early Years Professional Status, two hold a qualification at level 6, seven hold a qualification at level 3 and two hold a qualification at level 2, all in early years. The setting is a member of the National Day Nurseries Association and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and enjoy their time at this inclusive setting. They make good progress towards the early learning goals through a varied and interesting range of activities which cover most areas of learning well. Most policies, procedures and records are thorough, relevant and are implemented effectively to safeguard and promote children's welfare. Overall, links with parents and carers are good and liaison with other early years professionals are very effective which helps to ensure consistency in children's care and education. Proactive reflection and evaluation of all aspects of the setting ensure there are strong aspirations for developing the quality of the setting to drive and maintain continuous improvement.

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

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

- review procedures to ensure regular evacuation drills are carried out
- develop further ways to involve parents and carers as part of the ongoing observation and assessment process
- invite more members of the local community, including parents, carers and

grandparents into the setting to share their expertise.

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

Children are well-protected as there are comprehensive safeguarding children procedures and staff have a very good understanding of their responsibilities in protecting children. Efficient systems ensure staff are suitable for their role and are clear about their day to day responsibilities. Required checks are completed and management are clear about ensuring the ongoing suitability of staff. Most of the records, policies and procedures that support the setting to promote positive outcomes for children are well maintained. Detailed risk assessments are carried out in all areas and equipment and resources well organised, in good condition, clean and safe. However, regular evacuation drills are not carried out to ensure that all children are sufficiently familiar with the routine for keeping themselves safe in an emergency.

Inclusive practice and equality and diversity policies and procedures are carefully implemented throughout the setting so that all children have their welfare needs met and achieve as well as they can. This is particularly true for children with special educational need and/or disabilities and those who speak English as an additional language. Individuality is respected and responded to well. Links with other early years services are very proactive. There is effective two-way involvement with local schools, other early years providers and professionals. The managers are very passionate about developing all aspects of the setting, fully supported by active involvement of all staff. Children's learning and welfare is strongly promoted as there is a proactive ethos to evaluate all aspects of the provision with continual reflection on practice. Areas to develop are clearly recognised and changes are made in workable stages. Consequently, the outcomes for the children are continually improved.

Partnerships with parents and carers are secure and each child's individual needs and culture is recognised, supported and celebrated. To ensure their welfare and learning needs are met staff gather valuable information from parents through 'All about Me' information which contains personal details, needs, likes and dislikes. Parents are encouraged to share information about their child's learning at home through 'My News' sheets. However, systems to involve parents and carers more fully as part of the ongoing observation and assessment process are in less well developed. Informative notice boards and regular newsletters keep them informed of planned activities and events. They have access to the group's policies, procedures and daily information sheets for younger children.

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

Children are very happy and settled at the setting. The learning environment effectively supports children's progress towards the early learning goals and children's learning is promoted throughout. All areas of learning are addressed

within the planning which is based on observations of the children, their interests and individual development. Each child has an assessment file which detail individual progress and clearly identifies their next steps of learning. Children's play is purposeful as they confidently self-select and enjoy activities alone, in small groups or with an adult. For example, children happily use an elephant to make foot prints in wet sand before deciding to make mud and fudge cakes. They eagerly make Christmas trees with clay and fir tree branches and use a wide range of art materials to make pretend Christmas presents. Staff are skilled at encouraging children's critical thinking as they present challenging questions. They are warm and caring providing positive interaction between themselves and the children. Communication skills are promoted well as staff and children hold detailed conversations about their experiences, family and lives whilst looking at photographs of themselves. This effectively enhances children's sense of belonging. The labelling of children's work and visual words and numbers around the setting raises children's awareness of how print carries meaning. All children are actively involved in both planned and spontaneous storytelling and rhymes. Young children demonstrate a clear understanding of number sequence and confidently problem solve when playing with puzzles, using pipes and tubes in the water tray or when building with blocks and crates. Children enjoy using information communication and technology equipment, such as, the computer and operate a wide range of battery operated and programmable toys. As a result, they are developing their skills for the future well.

Children are learning very good social skills as staff consistently follow through and explain reasons for good behaviour and children are encouraged to consider each others' feelings. A strong sense of self is promoted as staff use positive encouragement and praise. Throughout the setting there are posters and resources to expand children's awareness of learning about the world. They enjoy visits from Forestry schools, fire brigade and Barnardos who carry out activities with the children such as den building. However, other opportunities to invite members of the local community, including parents, carers and grandparents into the setting to share their expertise are less well developed. Children's understanding of nature is promoted by interest tables with natural items and planting and caring for strawberries and beetroot in the garden.

Children's welfare and safety is robustly supported, they feel safe in the setting and with the staff as they confidently approach them and seek reassurance from them. Physical skills and confidence are enhanced as children undertake personal challenges and take risks safely on outside and indoor equipment. They enjoy a wide variety of ring games and music and movement activities. They eagerly participate in the 'Busy Feet' programme which raises their awareness about keeping fit and choosing healthy food. The setting provides children with a well balanced nutritious diet of home cooked food which is displayed for parents. Children learn good table manners through the social setting at snack and meal times. Staff are fully aware of children's individual dietary requirements and any specific needs are well catered for.

## 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
--	---

### 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

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)

