

All My Friends Childcare Ltd

87 Barnwood Road, Gloucester, Gloucestershire, GL2 0SF

Inspection date	25/10/2012
Previous inspection date	05/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff interact extremely skilfully overall with both babies and young children, so all explore confidently and are active learners
- An effective key person is in place, so staff get to know children very well and have very supportive relationships with them
- Staff use thorough assessment processes to plan exciting and interesting learning activities that match the children's needs. Overall, they provide good learning environments too. Taken together, these help children make good progress and gain many of the skills they will need for when they start school
- Staff work closely with parents and other early years partners to provide effective support for all children in their care, including those with additional needs.

It is not yet outstanding because

- Staff do not do everything possible to provide resources to encourage early literacy during children's play, and that build as well as possible on each child's current interests.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in the main playrooms and the outdoor area
- The inspector carried out a joint observation with a deputy manager
- The inspector held discussions with members of the management team
- The inspector spoke to staff and some parents during the day
- The inspector examined relevant documentation including the nursery's self-evaluation, staff records, some policies, planning and sampled children's records.

Inspector

Catherine Clarke

Full Report

Information about the setting

All My Friends Childcare Ltd is privately owned and was registered in 2006. The nursery is one of three early years settings owned by the company of the same name. The nursery operates from a detached house in Barnwood on the outskirts of the City of Gloucester. Facilities include several playrooms on the ground and first floor of the premises. The main care of the older children takes place on the ground floor, while the babies and toddlers occupy the first floor. There is an enclosed rear garden for outdoor play. The nursery is

open all year round from 8am until 6pm each weekday.

There are currently 83 children in the early years age range on roll, some in part-time places. The nursery receives funding for the provision of free early education for children aged three and four, and supports children with special educational needs and/or disabilities. The nursery is registered on both the compulsory and voluntary parts of the Childcare Register.

The nursery employs 22 staff who work with the children. Of these, two hold a level 4 early years qualification, ten hold a level 3 and three hold a level 2. Staff are supported by an Early Years Professional who holds Qualified Teacher Status and works across the settings in the company group.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's early literacy development by: 1) providing fact and fiction books in all areas, as well as the book area, so children can easily pick up a book to browse through, and 2) add child-made books and adult-scribed books that children can begin to 'read' themselves to help them gain the best possible skills before starting school.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their time at nursery because staff plan a broad and effective educational programme. Children make good progress towards the early learning goals and are well prepared for school. Progress in the required areas of Personal, Social and Emotional Development and in Communication and Language is particularly strong. Children are extremely confident in speaking to others about what they are doing, and greatly enjoy contributing their ideas and preferences to discussions because staff interact very skilfully with them. Staff have organised the overall learning environment well to allow children to choose the activities they want to do. This arrangement also encourages children to chat to one another and get on well together.

Staff have high expectations of children. They generally make use of perceptive observations to assess children's development to plan suitably challenging new experiences that draw on some of the children's current interests. Babies develop their

hand skills as they play with stacking cups and fit objects into different sized containers. Toddlers enjoy making dens in tents and sharing books with adults. Pre-school children observe the world around them as the seasons change and they sweep the leaves off the slide; they enjoy stories too, listening carefully. They happily try out their early writing and drawing skills. Despite this good practice, staff do not do all that is possible to promote early literacy skills, such as by providing resources that reflect or build on children's current interests and which are readily available for use.

Staff show great interest in what children are doing, and notice and praise their achievements. This encouragement motivates children to persevere. They talk with the children about what they are doing and ask questions to help them make links in their learning. For example, when a baby starts shaking a rattle, the member of staff smiles and praises him as she claps 'well done'. Older children excitedly contribute to a discussion about where eggs and milk come from as they make pizza, and describe the way the mixture changes as they add new ingredients to the dough.

Staff establish effective contact with parents to find out about children and support their development. Staff use opportunities at the start and end of the day, and more formal parents' evenings, to share information about children's progress, including what they have enjoyed and achieved.

The contribution of the early years provision to the well-being of children

Children benefit from an extremely effective 'key person' system, so that each child and their family gets to know a particular member of staff well. This system is reinforced by a 'buddy' who provides special support too, should the key person be absent. The result of this care is that children settle in well and develop very secure relationships that make them feel very valued. Children are very confident about approaching adults for support, to talk about the things that interest them or share what they are doing. Staff organise the environment well, particularly indoors. Children of all ages confidently find and use resources independently which builds their confidence. The youngest ones know which drawers their favourite toys are kept in, adding to their sense of security.

Staff are vigilant in regard to safety. They supervise children closely, such as when positioning themselves where they can watch children using the climbing frame. They remind them gently about unsafe behaviours such as not looking out for other children but are very careful to give children opportunities to learn to manage risks in their outdoor play. Through their calm and supportive manner staff provide excellent role models for children's behaviour. Children respond well and help with small tasks eagerly, such as tidying up. Children learn to care for property through gentle reminders from staff, such as what happens when they leave their coats on the wet, muddy ground, and helping them to think about what they need to do.

Children learn about healthy lifestyles as they enjoy fruit at snack time and nutritious lunches. Older children talk about the healthy toppings on their pizza. They enjoy physical outdoor play, finding different ways to climb and slide, or pushing themselves round in toy

cars and on trikes. They learn about the importance of hygiene through routines, such as washing their hands before cooking. Babies develop independence as they learn to feed themselves. Older children remember to brush their teeth after meals, supervised discreetly from a distance by practitioners.

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

The management team is clearly structured. Roles and responsibilities are clearly defined and understood. Staff recruitment systems are robust and ensure suitably vetted staff with relevant qualifications, experience and skills are employed. Appropriate systems exist for monitoring and supporting staff performance, including regular appraisals that pinpoint training needs. The leadership and management have a firm commitment to staff development. They are proactive in supporting staff to gain further qualifications to benefit both them and the nursery. The management team includes an Early Years Professional who works with staff directly to support practice.

Rigorous arrangements for safeguarding children are in place and understood by staff. All staff, including the designated safeguarding officers, have attended relevant training. All staff undergo paediatric first aid training. Comprehensive policies and a thorough risk assessment are in place, understood and implemented by staff. These are regularly reviewed and staff practice is monitored.

Staff have a useful partnership with parents. They provide informative newsletters which help parents understand how the activities they do support children's learning and development. They are readily available to talk with parents about their children. Staff work closely with parents and with relevant agencies, as required, to provide the right support for all children, including those with additional needs.

Systems for the continuous improvement of the nursery work well. Experienced senior staff work closely with a very committed staff team. An on-going action plan addresses priorities identified through regular management meetings. Evaluation systems include the views of staff, parents, children and others involved in the nursery. Improvements have included the successful development of the outdoor area. The nursery staff have recently been involved in an environmental health project which has enabled them to further improve the nutritional levels of meals. The leadership intend to work towards the Bristol Standard in the coming year, showing determination to drive improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY336103
Local authority	Gloucestershire

Inspection number	815171
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	83
Name of provider	All My Friends Childcare Ltd
Date of previous inspection	05/11/2008
Telephone number	01452 505515

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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