

Buddies Pre School

Scout Association, 2nd Collier Row, Worthington Hall, Collier Row Road, ROMFORD, RM5 2BE

Inspection date	15/07/2013
Previous inspection date	Not Applicable

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

The quality and standards of the early years provision

This provision is satisfactory

- The 'key person' system works well to help children to form secure attachments with staff, so children's individual care needs are met well and they are ready to learn.
- Staff help children develop understanding of the importance of leading healthy lifestyles through providing healthy, balanced and nutritious snacks and daily fresh air.
- Partnerships with parents work well to support continuity of children's care routines and the two-way flow of information about children's progress in their learning and development.

It is not yet good because

- Activities do not always provide children with opportunities to develop their own ideas because staff do not provide sufficient, additional resources to help children use their imaginations.
- Staff often play loud background music, which inhibits children from developing good listening skills and from staff hearing what children say to them.
- Staff do not provide an inviting book area, which does not encourage children to sit and share books with adults or look at books for themselves.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the indoor and outdoor environments.
- The inspector held discussions with management, staff, children and parents.
- The inspector sampled a range of policies, procedures and risk assessment documentation.
- The inspector conducted a joint observation with one of the managers.
- The inspector reviewed children's records, learning journeys and 'All about me' books.

Inspector

Sue Mann

Full Report

Information about the setting

Buddies Pre School registered in 2013. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a hall in Collier Row, in the London Borough of Havering. The children have access to an enclosed outdoor play area. The pre-school is privately owned and run by a limited company. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. In addition, two hold appropriate early years qualifications to level 6. The pre-school opens Monday to Thursday during term time only. Sessions are from 9am until 12pm on Mondays, Wednesdays and Thursdays and from 9am until 3pm on Tuesdays. There are currently 21 children attending who are in the early years age range. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that children are able to use their imaginations well to develop play situations, by providing exciting resources that encourage them to think and learn more actively, in order to hasten progress.

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

- use music selectively to enhance activities and ensure that the volume enables conversations to continue between children and staff, so everyone can hear what is being said
- extend the programme for literacy by creating cosy book areas for children to enjoy books, with an adult or by themselves, in order to gain good attitudes to reading in readiness for school.

Inspection judgements

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

The staff team demonstrates they understand the learning and development requirements for the Statutory Framework for the Early Years Foundation Stage. Staff observe children

playing, which allows them to find out what children can do; therefore, staff plan activities, which respond to children's interests. Children's record forms, which the parents fill out at the beginning of any new care arrangement, provide information on what children can do when they start at the pre-school. This means that staff are able to monitor the progress children make in relation to their starting points. Children's assessment records, which staff update every three months, show that children are making consistent progress in relation to their starting points. Overall, children enjoy learning through play as activities respond to their interests. Staff do not plan some activities to encourage children to use their imaginations when playing because resources are not provided to allow children to extend activities as they wish. For example, a table laid out with a range of different sized plastic dinosaurs has limited appeal. Providing other resources that children may use would encourage children play imaginatively, as they wish.

Staff support children's language and communication well overall, as they use good questioning techniques when talking to the children. This encourages children to think their ideas through and make connections between different parts of their life experiences. However, sometimes the background music is too loud, which means that staff have to ask children to repeat what they are saying, as they are unable to hear them. This background noise does not help children to develop listening skills easily. Staff support children who speak English as an additional language as they learn key words in their home languages. In addition, staff who speak additional languages help children to follow instructions in English through using translation. This helps children to learn the correct English words and to understand the routines of the pre-school. Children enjoy learning simple sign language, such as 'please', 'thank-you' and the days of the week, which helps them to communicate with children who speak English as an additional language.

Children enjoy listening to stories read by staff. Staff bring the stories to life using different voice tones and facial expressions. These methods engage the children and they listen intently to find out how the story ends. This teaching supports children's literacy development as they develop an appreciation of stories and looking at books. However, despite a suitable range of books, staff do not make the book area inviting to children. There are no soft furnishings or cushions for them to snuggle onto in a cozy way and enjoy looking at books independently. This does not help children gain good attitudes to browsing through books in preparation for school.

Staff ensure that there are systems in place to share information with the parents. Daily verbal feedback means that parents are informed about their child's day and any achievements observed during the day. Newsletters and information leaflets add to the information that parents receive about the pre-school. Each child has a learning journal, which the parents regularly see. The staff and parents also contribute to 'All about me' records, which are easily accessible to the children during the pre-school sessions. These contain photographs of the children, their families and pictures from home taken during weekends and holidays. In addition, staff add photographs and comments from children's activities in the pre-school. Children enjoy sharing these books with their parents, which form a link between home and pre-school. This approach supports continuity of children's learning and development.

The pre-school management is in the process of revamping the outdoor play area. There

are ambitious plans for the area, currently waiting for a delivery of artificial grass, which means that children will be able to access the outdoors all year round. This demonstrates the desire and ability to drive continuous improvement. Children have free access to the outdoors when they wish, which supports their physical skills. They enjoy exploratory play with water and sand. They use some large play equipment, which means that they can practise climbing.

Systems are in place to assess children's progress between the ages of two and three years, as required. These allow staff to identify any concerns in children's learning or development. Key persons work closely with parents to support children as they prepare to start school. This enables children to be ready for the next stage of their learning suitably, overall.

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

The key person system works well, and children have good relationships with their special person. These relationships enhance children personal, social and emotional development. Children feel secure in the pre-school; consequently, children separate from their parents easily. Children behave well in the pre-school, as staff use consistent rules and gentle reminders to help children to manage their own behaviour. Children respond to staff instructions and complete what has been requested of them, such as going to wash their hands before snack. Staff praise the children for their achievements, which further supports children's good behaviour. Staff model good manners when talking to each other and the children. Consequently, children consistently say 'please' and 'thank-you' when talking to each other or staff.

Children develop a good understanding of healthy lifestyles, as snacks are healthy and nutritious. Snack time is well organised, and promotes the social aspect of sharing food. Children sit with staff at tables, and take turns to pour their drinks and choose and cut their fruit. Children enjoy sitting with their friends and chatting about what they have done during the day. This helps them to develop their speaking and listening skills, as well as preparation for eating with groups of children when they go to school. Effective hygiene routines and daily access to the enclosed outdoor area helps children to develop a good understanding of the importance of healthy lifestyles and physical exercise.

The children, who attend the pre-school, will move onto local schools when they reach the age to start school. The pre-school staff plan to invite the teachers to the pre-school. This liaison allows teachers to meet the children in their familiar surroundings prior to them starting school. This supports the continuity of children's learning and development when they move to school.

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

The providers show a secure understanding of the safeguarding and welfare requirements. Staff have completed safeguarding training and, therefore, have a clear understanding of what they should do if they have a concern about a child. Staff and children carry out regular fire drills, which enable children to learn how to protect themselves in the event of an emergency. There are comprehensive risk assessments and thorough daily checks in place to ensure that the indoor and outdoor learning environments are safe for the children who attend. This is especially important, as there are frequently parties and other events in the hall when the pre-school is not operating.

Recruitment procedures are robust, which means that any new staff are thoroughly checked prior to working with the children. The staff have all been working together for some time and work well as a team. Clear and consistent communication between them means that there are always enough staff supervising children indoors and outdoors. Consequently, children's safety is assured as they play indoors or enjoy the fresh air outdoors.

The providers demonstrate a secure understanding of their responsibilities for implementing the learning and development requirements. Regular staff meetings check that children's learning and development is discussed and monitored. This means that the providers are able to ensure that key persons are correctly identifying and supporting children's learning. Staff meetings also provide opportunities for staff to request additional training or discuss any concerns they may have about individual children.

Systems are in place to evaluate the pre-school. The providers have drawn up concise action plans for the renovation of the premises. They spent time prior to the pre-school opening, painting and making sure that the children had an enclosed and safe outdoor play area. On-going evaluation means that the providers are constantly looking at ways to improve the premises, and the activities and experiences on offer to the children. Current targets for improvement include completing the garden and developing ways to encourage children to choose what they would like to play with. The provision has to pack away at the end of the each session and does not have enough space to store trolleys, which would enable children to self-select from a wider range of resources.

Partnerships with parents are positive and support children's learning and development well. The staff talk to the parents daily, which enables them to put forward any suggestions for improvements. Parents comment as they collect their children that they are happy with the care their children receive and love looking at their children's learning journals. Parents also comment that their children are very keen to add photographs after weekends and holidays into their 'All about me' books. This promotes continuity between the pre-school and children's homes. Wider partnerships, with professionals such as speech and language therapists and local authority childcare advisors work effectively to support children's learning and development. Consequently, all children make consistent progress in their learning and are well prepared for the next stages in their learning or the move to school.

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
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 action. 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	EY458064
Local authority	Havering
Inspection number	899697
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	21
Name of provider	Buddies Pre School Ltd
Date of previous inspection	not applicable
Telephone number	07963722792

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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, which are usually the childminder's 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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