

# Best Friends Day Nursery

Abbey Gate School, Clare Avenue, Hoole, CHESTER, CH2 3HR

<b>Inspection date</b>	28/06/2013
Previous inspection date	15/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		2
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

- Children make good progress in their learning and development because the learning environment is interesting and exciting and knowledgeable staff support them very well.
- Staff have a secure understanding of child development and this means that they offer children very good opportunities to play and explore, learn actively and become creative thinkers.
- Relationships between parents and their child's key person are particularly strong and this helps to ensure that children's care, learning and development needs are fully supported.
- Recruitment, induction and supervision arrangements are robust and ensure that staff working with children are, and continue to be, suitable to do so.

### It is not yet outstanding because

- There is scope to reflect more fully and consistently on the characteristics of effective learning in ongoing observations and assessments of children's progress.
- There is scope to improve how staff attendance is consistently recorded within the daily room register in the pre-school and toddler rooms.

## 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.

## Inspection activities

- The inspector observed activities in the pre-school room, the toddler room and the baby room, as well as in the outdoor space.
- The inspector held a meeting with the owner and the deputy manager, and spoke with staff throughout the inspection.
- The inspector viewed a range of documentation, including recruitment and induction procedures, supervision and appraisal information, safeguarding procedures and children's development records.
- The inspector spoke with parents and viewed the setting self-evaluation form.

## Inspector

Juliette Jennings

## Full Report

### Information about the setting

Best Friends Day Nursery was registered under the current private ownership in 2006 and re-opened in 2010. The nursery is on the Early Years Register and operates from within Abbeygate School in Hoole, Chester. Children are cared for within the main nursery building situated in the school, as well as a designated mobile classroom. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above. Five staff hold a level 4 qualification, one has a foundation degree, and two hold a BA Degree in Early Childhood Studies. The nursery opens Monday to Friday all year round. Sessions are from 7.15am until 6.15pm. Children attend for a variety of sessions. There are currently 65 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- reflect more fully and consistently on the characteristics of effective learning in ongoing observations and assessments of children's progress
- improve consistency in the completion of daily room registers in relation to staff attendance in the pre-school and toddler room.

## Inspection judgements

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

Children's development is supported well because staff make sure that the routine supports a good level of child-led play. Children are able to lead their own play, think through ideas and solve problems as they engage in child-initiated play for much of the day. The role of the adult supports children's progress as they enhance, guide and offer some structure to activities where needed. For example, children are encouraged to explore the sand in different ways, using it to practise letter formation after showing an interest in their name cards. Children become engrossed in a complicated superhero role play using small world toys alongside construction resources, whilst staff sensitively observe this play. Learning intentions from adult focused activities are threaded into these

spontaneous opportunities, which further support extension and enhancement of learning. In addition, skills that children have started to practise in adult focused activities are encouraged throughout the day so that they have plenty of opportunity to reinforce their learning.

Children make good progress in their learning and development because the learning environment is interesting and exciting, and knowledgeable staff support them very well. Staff are good at acknowledging and extending children's ideas, they offer challenge within play experiences and are consistent in their child-centred approach. They recognise the individuality and uniqueness of all children and this is evident in their interactions with every child. The characteristics of effective learning are supported well in practice because staff provide rich, varied and interesting opportunities for all children and the quality of teaching is good. Staff have a secure understanding of child development and this means that they offer children very good opportunities to play and explore, learn actively and become creative thinkers.

Babies are provided with a broad range of opportunities to support their communication and language development, as well as their physical development. Staff recognise the importance of the three prime areas for learning as a basis to support good progress. Babies enjoy a wide range of sensory experiences, such as, natural, open-ended resources, availability of different thicknesses of shredded paper as they search for cars hidden inside, and opportunities to explore paint. The baby room space encourages them to reach out for items, explore by crawling and shuffling, or pull themselves up on low-level equipment. These opportunities support children's physical development very well because caring and knowledgeable staff are on hand to offer guidance and reassurance. Staff use every opportunity to talk to the babies, smile and mirror sounds, noises or expressions that babies make. This helps to consolidate early communication and language skills and offers an secure base for future development. Babies also enjoy experiencing the outdoor space where staff provide a range of activities for them to explore further.

Toddlers have good opportunities to experience a varied range of resources, activities and equipment which support them well in their ongoing development and progress. A range of creative and construction activities are available indoors, sensory and exploratory play is planned for everyday and simple puzzles and discovery toys are available at low-level. Children develop the physical skills which help to prepare them for early literacy as prod and press the dough or use glue and paper to make sticky pictures. They enjoy the outside space as they explore water play or use small scale wheeled toys. Staff are aware of the needs of the children and offer activities which will interest and engage them.

Observation, assessment and planning is meaningful and offers a secure overview of children's learning, development and progress. Children's interests and fascinations are recognised and taken into consideration as staff plan exciting and motivating educational experiences. Staff's understanding of the characteristics of effective learning is evident in daily practice, but there is scope to consistently reflect on these characteristics in ongoing observations and developmental records. Next steps in children's learning are focused and specific to each child. As a result, planning is simple and reflects the development needs of all children well. Regularly completed written summary assessments include the views

of parents, and staff show a good understanding of how to complete the 'progress check at age two'.

The nursery maintains strong partnerships with parents so that they are fully involved in their child's ongoing learning and development. Relationships between parents and their child's key person are particularly strong and this helps to ensure that children's learning and development needs are fully supported. The nursery encourages parental involvement in a number of ways. For example, they are able to comment on children's development records, are provided with a range of ideas to support learning at home and have good opportunity to talk about their children on a daily basis. As a result, they have a secure knowledge of their child's progress and development and play an active role in preparing them for the next stage in their learning. Staff maintain strong links with local schools, which helps to support effective transition for children as they move onto the next stage in their learning experience.

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

A sensitive, caring and robust key person approach supports children's well-being very effectively. Babies form strong attachments and bonds with their key person because the environment and deployment of staff means that they spend most of their time with their special person. Staff recognise the importance of emotional security, particularly at this very early age, and this helps children to flourish. They recognise that personal, social and emotional development plays a vital role in child development and they ensure that this is well-supported on a daily basis, for example, during nappy changing and at feeding times. Young babies are supported and encouraged to stand as they try and push themselves up on low-level furniture and this helps support their independence and self-esteem. This effective key person approach supports partnerships with parents very well through detailed discussions with parents about routines, good information gathering as children start and on a daily basis, and a timely, sensitive approach to settling-in sessions. Children behave very well, and are confident, motivated and eager to learn. The transition to their next room in nursery, or indeed their move to school is supported well because staff recognise the importance of the key person approach throughout. Children spend time with their key person in their new room so that they can settle at their own pace. Meetings and discussions with local school staff help to ensure that children's needs are met as they move onto the next stage in their learning experience.

Children enjoy a rich and inviting outdoor space, which they can enjoy for good amounts of time on a daily basis. This means that they have good opportunities for plenty of fresh air and exercise or for younger children the chance to be outside watching the leaves move on the trees or exploring the different surfaces underneath their hands and feet. Children are able to choose to go outside and outdoor experiences are planned in adult-led activities or included in the daily routine. There are plans to develop the outdoor space further still, particularly for young babies, to fully support the concept of the outdoor classroom. The staff team as a whole have successfully highlighted what it is that they need to do to improve the outdoor provision further still for all children. Children play and explore outdoors as they play in the water tray or investigate in the nature garden. Older

children have enjoyed using the nature area as they 'Trip, trap over the rickety bridge'. Babies notice light and shadow as they sit under the small tented area.

Children have the benefit of a healthy, varied and nutritious diet during their time at nursery. They enjoy a varied menu which offers a wide range of fruit, vegetables and other freshly prepared, wholesome food on a daily basis. Staff take full opportunity to use meal times as a learning experience. For example, they encourage children's independence in self-serving and pouring drinks, support children to count home-made fish cakes onto their plate, or to recognise the colours of the vegetables. Individual dietary preferences and requirements are acknowledged and met. Drinks of water are available for children to access independently as they wish throughout the day.

Policies, procedures and good staff awareness ensure that a safe and enabling environment is maintained for all children. Older children become aware of their own safety as they walk outside carefully when the younger children are playing in the outdoor space, or are careful walking down the ramp after the rain has fallen on it. Younger children are encouraged to become aware of their own safety and the safety of others as they are reminded to walk inside nursery or to look out for others as they splash in the water. A wide range of interesting and stimulating toys and equipment are readily available for children, mostly all at low level. All areas are well-resourced and pleasantly furnished and this means that children are comfortable and at ease in the nursery.

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

The owner and her management team show a strong commitment to, and understanding of, the requirements of the Statutory framework for the Early Years Foundation Stage. Leaders and the staff team show a drive for improvement which supports the children well in their care and learning, so that they are able to develop to their full potential. The management team maintains an approachable and professional manner and this ensures a well-organised nursery that provides good quality care and education for all children. Ongoing self-evaluation includes the views of staff, parents and children. Strengths and areas for improvement are discussed regularly and this enables all those involved in the children's ongoing development to reflect on the provision in a proactive way. For example, the key person approach in the pre-school room has been adapted recently, after consultation with parents, to ensure that parents are able to see their child's key person much more regularly.

The nursery gives high importance to the professional development of staff and this results in a well-qualified, experienced and knowledgeable team who acknowledge and accommodate children's learning styles and preferences. Access to ongoing training, as well as regular opportunities to reflect on practice during weekly supervision meetings, means that staff are secure in their knowledge of the children, and therefore, able to support their good progress. Supervision, appraisals and peer observations are used well to highlight any training and development needs. For example, the manager and owner often observe practice within the rooms and provide opportunities for staff to develop

their knowledge of child development. A recent example of this was when children showed an interest in superhero play, and the owner provided additional information as to why this is an important and valuable part of children's play experiences. This all helps to ensure that the educational programme is monitored well and ensures children receive good education and care.

Arrangements for safeguarding children are strong and embedded in practice. All staff have a comprehensive understanding of their responsibilities to promote children's safety and welfare. The inspection took place following a recent investigation by Ofsted where breaches were highlighted in relation to safeguarding. The provider was required to ensure that all staff members are alert to any issues or concern in the child's life at home or elsewhere, that they understand the safeguarding policy and procedures and their responsibility to implement them and that they are able to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. In addition, the provider was required to ensure staff looking after children are suitable to fulfil the requirements of their roles, paying particular attention to developing systems to ensure staff disclose any health changes, convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children. The actions raised by Ofsted during the investigation have been addressed in full. A recent focus on safeguarding within team meetings, staff appraisals, supervision meetings and through training opportunities has helped reinforce secure knowledge of safeguarding and suitability procedures. Staff are supported by clear policies, procedures and operational systems which ensure the day-to-day provision supports children safety, well-being and development. Signing in sheets are completed on a daily basis and clearly shows staff attendance. However, there is scope to improve how staff attendance is consistently recorded within the daily room register in some rooms. Recruitment, induction and supervision are robust and have recently been reviewed to ensure that staff working with children are, and continue to be, suitable to do so.

Partnerships with parents are a strength of the nursery and mean that children's needs are supported very well, with transitions between rooms as seamless as possible. Relationships between all those who care for children are relaxed and friendly and this helps to reinforce a strong key person relationship. Robust settling-in opportunities, further support these strong relationships. Parents are fully involved in their child's care and education and have ongoing input into developmental records. They are provided with a range of good quality information and activity ideas so that they are fully supported to encourage their child's learning at home. Their views are sought both formally and informally, for example, through daily discussions and through parent consultations and questionnaires. Parents spoken to at the time of the inspection were very happy the nursery and the ways in which their child's needs 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

<b>Unique reference number</b>	EY408273
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	911568
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	51
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Best Friends Day Nursery LLP
<b>Date of previous inspection</b>	15/12/2010
<b>Telephone number</b>	01244 341057

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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 2012

