

Buddies Children's Centre

Burton Road Primary School, Burton Road Monk Bretton, Barnsley, South Yorkshire, S71 2AA

Inspection date	29/08/2013
Previous inspection date	16/12/2011

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		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- Children thrive and make rapid progress in all areas of their learning and development because all staff are extremely knowledgeable practitioners.
- All staff are fully committed to making sure that each child has their individual needs catered for to enable them to learn new skills, play and have fun.
- Children behave extremely well and have an excellent connection with the staff and their peers.
- Children have an enthusiasm for learning because staff plan purposeful activities that extend children's learning through first-hand experiences.
- Management and staff build extremely secure relationships with parents and carers and they effectively communicate, enabling parents to feel reassured that their children are exceptionally well cared for.

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 spoke with the staff at regular intervals throughout the inspection and made observations of the children present.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector observed all relevant documentation provided.
- The inspector spoke to children during free play.
- The inspector took part in a joint observation with the Early Years Professional.
- The inspector observed activities in the play rooms and the outdoor area.

Inspector

Hayley Gardiner

Full Report

Information about the setting

Buddies Children Centre was registered in 2006. It is on the Early Years Register. It operates from two rooms on the ground floor of the children's centre in the Monk Bretton area of Barnsley.

The setting employs 11 permanent members of childcare staff. Of these, two hold Early Years Professional Status and all of them hold appropriate early years qualifications. The setting opens Monday to Friday all year round, from 8am until 6pm. There are currently 74 children on roll. The nursery provides funded early education for two-, three- and four-year-olds. 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 further improve the quality of the early years provision the provider should:

- develop the excellent range of challenging activities provided for the older children by giving them extra real life experiences. For example, using real tools when exploring natural materials, such as wood.

Inspection judgements

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

All children make excellent progress in their learning because staff have an outstanding knowledge of how young children learn at different rates. All practitioners are highly experienced with an extensive knowledge of how children learn and how it links to the early learning goals. The children are exceptionally happy and secure and are supported by staff that are highly effective and they know the children well. Planning is thorough, embracing the needs of all children that are identified from meaningful observations and assessments. The precise information they keep on each child enables staff to plan highly imaginative and stimulating learning activities for the children. For example, young children who are interested in the farm and animals are given the opportunity to role play with the small world farm with soil and textured fields for the animals to be on. Children touch the soil and fields whilst arranging the animals grouping and naming them. A member of staff effectively reads a story about farms and animals as the children play and occasionally interacts and responds to the story.

All practitioners and children are extremely confident, energetic and enthusiastic. The practitioners work exceptionally well together. Children are very confident to speak to

visitors and show them what they are doing. This shows that they feel safe, secure and have excellent self-esteem. This is a very well-resourced nursery, both indoors and outdoors. Children have exceptional opportunities to develop their understanding of mathematics, reading, writing and technology. Children use their imaginations very well in play and are physically very capable. The setting is currently using the program of 'Mini Movers' to encourage physical development for young children. Practitioners instinctively challenge and extend children's thinking as they play. There is an extremely high level of willingness from children to take control and participate because they feel very much part of the decision making process. For example, one child was asked what he would like to do; after thinking for a few moments he took the compact disk player from the indoor area to the outdoor power point and played music that he chose independently. Children are skilfully challenged and are effectively encouraged to take risks. However, there are fewer opportunities for older children to explore real life experiences, for example, using real tools with the wood.

The staff provide children with outstanding opportunities to think by skilfully questioning them during play. For example, when role playing petrol stations, one child was asked 'why do you think the water isn't coming out?' the child then responds 'because we need to lift it up more and move it this way, I think'. Lots of praise is given for their successful answers boosting children's self-esteem in preparation for school. Further learning opportunities, such as snack time, encourage children to develop friendships and personal, social and emotional development. Children freely select play resources of their choice from the play room and show particular interest in heuristic and sensory play.

Babies and young children have a flexible and stimulating environment in which to play and learn. For example, babies relish in play using open-ended resources where they explore the objects with their hands, feet and mouths. Older children take part in circle time where staff actively call the children's names and clap their hands. This highly positive interaction of the staff encourages the children to join in and enjoy the session fully. They give the children lots of praise. The high quality interaction supports the children to gain the confidence to develop and master these new skills. Staff role model the actions of rhymes and songs which encourages children to join in alongside their peers and learn how to use their bodies to match the actions of the songs. Children's literacy skills are well-supported because the books are freely accessible for them to choose from and enjoy. One little girl shares her favourite book with a member of the staff looking at the pictures saying simple key words. They have many opportunities to make marks, resulting in their early hand writing skills being developed well.

The interests of the children are put into the planning of the activities exceptionally well. This excellent planning results in children being extremely interested and highly motivated to learn. Parents contribute their views on their children's learning and together with staff they share ideas for children to continue their learning at home. This highly effective partnership increases children's ability to make rapid progress in their learning and development. Staff are motivated and eager to include parents and exchange information about children's learning and development, they are consistently creating new ways of doing so, such as the new parents books.

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

Staff build close trusting relationships with children to enable them to feel confident and secure in their care. A highly effective key person system is in operation which means that children always have a familiar member of staff caring for them. This enables parents to feel secure in the knowledge that the staff looking after them have an exceptionally good understanding of their children's individual needs. Transition procedures between rooms are very well designed. Children are supported into the next room well, which aids familiarity and well-being. Consequently, the children feel confident as they change rooms. Staff are highly skilled in recognising the individuality of each child and providing for their different needs and interests. Babies and toddlers are confident to explore their surroundings, in the knowledge they have the support of nurturing staff and feel secure. They form close attachments to the staff and as they get older they begin to enjoy cuddling close to the staff to read books.

Staff use very effective strategies to help children develop their independence and learn new skills. For example, children are provided with the space and time to master the skill of using a knife and fork. Older children are encouraged to pour their own drinks. This helps develop their eye-hand coordination, preparing them extremely well for their next stage of development. Staff offer lots of praise and encouragement, giving the children the confidence to practise these skills under their close supervision.

Children behave extremely well. They are very thoughtful and caring to each other as they play and share well. Staff manage behaviour consistently and children receive excellent praise and encouragement as they play. This promotes children's self-esteem extremely well. Children learn to keep themselves, and each other safe as they play. For example, they are sensitively reminded not to climb on the chair and table as they may fall. Children new to the nursery have the opportunity to play in small groups or alone which supports them to feel safe and secure, and to settle quickly.

Exceptionally good attention to hygiene practices and healthy lifestyles is evident at all times. The project 'Hygiene Heroes' has been successful and has engaged children in maintaining the high levels of hygiene. Children enjoy nutritious, healthy snacks, such as fruit and parents are fully supported in promoting healthy eating at home. Children enjoy lots of fresh air and exercise and benefit enormously from being able to play outdoors when they wish. Older children relish in the forest schools activities in the community which they attend with staff three times a week. Staff make excellent use of the secure outdoor area to promote children's good health and physical development.

Practitioners prepare children extremely well for the move to school and for their future learning. This is because children learn positive skills and attitudes to exploring and learning, building friendships and their self-care. Staff forge superb links with schools and have developed excellent relationships with the local teachers. Teachers are invited into the setting to meet parents, children and the key person before the child moves into school.

The effectiveness of the leadership and management of the early years

provision

The motivating leadership of the nursery team encourages an extremely inclusive environment, where adults and children feel valued and respected. Children's care, welfare and learning are significantly enriched by the highly effective way in which the setting is led and managed. The room leaders work tremendously well together as a team to frequently evaluate the provision and identify areas for improvement. They plan very effectively to ensure that children have an excellent range of play opportunities. As a result, children make rapid progress in their learning and development and their individual needs and routines are extremely well supported. There is a calming and homely atmosphere where practitioners are pro-active and passionate about childcare; their energy is infectious having an extremely positive impact on both other staff and children. The input of all staff, parents and children is acted upon to ensure the provision is of a high quality so that all children's needs are met. Appraisals and regular discussions with the management ensure that staff's training and professional development is personalised to their needs and to those of the nursery. They then share this knowledge and that which they gain on training courses and cascade this at meetings.

The management team and staff demonstrate very secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff who work directly with the children, demonstrate outstanding knowledge of the learning and development requirements. All staff attend regular training covering child protection, health and safety and differing medical conditions. Very detailed and inclusive policies and procedures are in place to cover all aspects of the provision. Safeguarding children is given an exceptionally high priority. Staff receive regular training to make sure their knowledge is secure and up-to-date. Consequently, staff are able to effectively meet the needs of each and every child. This enables the children to have fun in a calm and tranquil environment and parents can relax in the knowledge that children are extremely well cared for.

The nursery is extremely pro-active in monitoring their setting and practice to provide an inspiring learning environment for children to excel. They plan stimulating and exciting activities to provide children with challenge and to support each child in their own learning and development. A self-evaluation document and action plans are completed to constantly monitor the provision and the learning environment for children. The management and staff have extremely high expectations of themselves to provide an excellent learning environment for children.

Children's needs are outstandingly well met through highly effective partnerships between the nursery, parents and outside agencies. Parents are complimentary about the nursery and the service it provides. They comment how 'caring', 'welcoming' and 'flexible' the staff are and how their child 'never wants to leave'. School teachers are also invited into the setting to talk at length with the children's key workers. This sharing of information about their learning and development prior to the children leaving the setting supports the transition process into school.

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	EY320619
Local authority	Barnsley
Inspection number	915566
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	34
Number of children on roll	74
Name of provider	Barnsley Metropolitan Borough Council
Date of previous inspection	16/12/2011
Telephone number	07786 525424

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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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