

# Bestfriends Childcare Centre Ltd

London Colney Village Club, St. Annes Road, London Colney, ST. ALBANS, Hertfordshire, AL2 1NX

<b>Inspection date</b>	18/12/2013
Previous inspection date	02/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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 requires improvement

- Children's communication and language skills are progressing well, because all children, including those with English as an additional language, are encouraged by staff to use a range of ways to develop their speech, including the promotion of sign language.
- Partnerships with parents, carers and other professionals are sound because all adults work together to support children and they provide a consistent approach to their learning.
- Teaching is sound because staff use observations and assessments to plan appropriately for the next steps in children's learning. As a result, children are effectively challenged and their independence is encouraged.

### It is not yet good because

- Induction training is not used effectively to ensure that newly employed staff are aware of their role and responsibilities in protecting children.
- The outdoor environment is not consistently used by younger children to provide opportunities for them to access fresh air and exercise on a daily basis.
- There is scope to enhance opportunities and provide time for children to become deeply involved in activities.

## 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 main areas of the nursery and the outside area.
- The inspector reviewed the providers online self-evaluation form and conducted a joint observation with the nursery owner.  
The inspector looked at children's assessment records, planning documentation, evidence of staff suitability and a range of other documentation, including the nursery policies and procedures.
- The inspector talked to staff and children at appropriate times during the inspection.

## Inspector

Jo Rowley

## Full report

### Information about the setting

Bestfriends Childcare Centre Ltd was registered in 2005 and is on the Early Years Register. It is situated in a purpose built building in the London Colney area of St Albans, Hertfordshire and is privately owned and managed. The nursery serves the local area and surrounding villages, is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 20 children attending who are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language

The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications to level 3 and the owner holds an early years degree and has Early Years Professional Status.

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

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

- ensure that all staff receive induction training to support them in understanding their roles and responsibilities, in particular, information about safeguarding children and emergency evacuation procedures
- provide daily opportunities for all children to access fresh air and outside activities.

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

- enhance opportunities for children to consistently demonstrate the characteristics of effective learning, for example, by expanding opportunities for them to become deeply involved in activities without unnecessary interruptions.

## Inspection judgements

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

Children are learning and developing in line with expected levels of development and staff demonstrate a satisfactory knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. Staff observe and assess the progress children make and incorporate their identified next steps of learning in to future activities. They plan a

wide range of activities, which challenge children effectively and support them in making progress. For example, to encourage children's communication and language skills staff introduce the 'box of rocks'. This is a much enjoyed box of puppets which children and staff use during singing time. Children join in with the puppets and sing along to the songs, which encourages their speech and language skills as well as their self-confidence. Additionally, staff encourage the use of sign language from an early age and incorporate signs into daily activities. For example, as the babies listen to a story staff demonstrate the signs throughout, which babies begin to copy. As a result, the quality of teaching is sound because learning experiences are matched to children's development and all children, including those with English as an additional language, are making progress.

Children of all ages are sufficiently challenged because staff promote the sound use of questioning during every day activities. For example, a group of children use their imaginations as they create their own town with roads, cars and other vehicles. Staff question them appropriately about how their traffic jam started and support their game enthusiastically. However, on occasions children are requested to tidy up as they prepare for snack time. This means that although children are involved in their chosen activities, their play is stopped. As a result, they are not encouraged in becoming heavily involved in activities without disruption or able to return to activities to consolidate their learning. Children's independence is sound because they are encouraged to do things for themselves. For example, children serve their own fruit snack, use the toilet independently and are encouraged to make choices about their play. Older children access a range of resources including maths equipment to support their development across the specific areas of learning. As a result, their readiness for school is supported.

Staff request as much information as possible from parents, when children start at the nursery, to support them in building their initial assessments. Staff work closely with parents to ensure that positive links are promoted and relationships are built. Parents are requested to share observations of their children, from home through the nursery's 'magic moments' approach. As a result, parents and staff work together and children's achievements are shared. Additionally, children's progress is shared with parents through their learning journals and regular discussions during arrival and collection times. Children's personal, social and emotional development is promoted as the staff regularly praise children for their actions. For example, when children help each other they are praised for sharing. As a result, children's self-confidence is encouraged. All children's physical skills are encouraged inside the nursery as they have access to a range of equipment to support this. However, although the nursery have an inviting and well organise outside area younger children are not provided with consistent opportunities to use it. Consequently, they miss out on regular opportunities to develop their physical skills in larger spaces.

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

Children's are developing effective relationships with staff and peers. Younger babies are forming attachments with staff and they are encouraged to spend time with older siblings and peers as the nursery are grouped together on occasions. Children are happy, leave their main carers with ease and demonstrate that they feel secure. The older children look

out for younger children and at times want to help staff. For example, at snack time older children want to help the babies with their snack and they choose to sit next to them happily. As a result, all children's emotional well-being is sound. The progress of children's personal, social and emotional development is effective because children demonstrate a sense of belonging. For example, they are encouraged on a daily basis to self-register on arrival by finding their own name and photo and adding it to the nursery 'who is here today' board. They are praised for good manners and their behaviour is sound because staff use clear and gentle reminders, which support children in understanding appropriate ways in which to behave.

The key person system is in place and all children have an individually named member of staff who carries out regular observations and assessments to ensure that they are progressing well. The nursery key person system ensures that staff build relationships with children and their families to effectively support each child's move from home to nursery and from nursery to school. As a result, the transitions children make to new settings are organised effectively to support them in settling in to new environments. Babies demonstrate a close relationship with their key staff as they smile happily and enjoy sitting close for a story. Additionally, all children demonstrate a bond with staff because they interact with them and show a genuine enjoyment of their role. For example, staff join in enthusiastically with a group of children as they create their own game with the trains and tracks. Together they all give their ideas and work on creating a large town together. However, while children are thoroughly engaged in this activity they are given a five minute warning before tidy up time. As a result, children are not able to continue with activities that they are deeply involved in.

Children are developing an awareness of their personal safety because staff provide sound guidance and children learn from the examples they give. For example, they are reminded to sit on their bottoms when sitting on chairs so they don't fall off the chair and hurt themselves. Additionally, they learn about road safety and stranger danger while they take part in outings in the community. For example, they walk and use the local zebra crossing as they visit the local cenotaph on Remembrance Day and the local pensioner home to share items for Harvest Festival. Children learn about the importance of being healthy because staff use opportunities, such as mealtimes, to discuss healthy options. During the inspection children enjoy their Christmas lunch, prepared and cooked by the nursery chef. Staff and children talk about the different vegetables on offer and how these help you to eat healthily. Additionally, children learn about the importance of covering their mouths when coughing and washing their hands before mealtimes. However, not all children are given opportunities to use the well-equipped outside area as during inspection the younger children are not given the opportunity for outside play. As a result, they did not have fresh air or exercise to promote their physical development.

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

Most staff promote children's safety because they have a sound knowledge and understanding of how to protect children in their care. The majority of staff have completed basic safeguarding training and some, including the manager, have attended

additional training, enabling them to take the lead, if concerns arise at the nursery. All staff hold a current Disclosure and Barring Service check which means that they are suitable to work with children. The owner has robust recruitment procedures to ensure that staff are suitably qualified and experienced to work with children and all new staff are provided with the policies and procedures to read and understand. However, their understanding, after the reading the nursery policies and procedures is not established. This means that the induction process for new staff is not good enough because staff are not supported to understand their role and responsibilities in regard to protecting children. For example, new staff are not aware of the emergency evacuation procedure or what to do in the event of a child protection concern being raised. As a result, new staff are not sufficiently inducted to understand what their role at the nursery is and this potentially compromises children's safety.

The qualifications and deployment of staff are both sound to ensure that supervision of children is appropriate. The owner has recruited and retained a staff team who are all qualified and, as a result, the quality of the learning environment is sound. The owner regularly monitors staff through observations and she assesses children's learning journals to ensure that they are developing across all areas of learning. She provides regular supervision and team meetings to enable staff to discuss and reflect on their individual training needs. However, while there are systems in place to ensure that children are engaged in a range of planned activities there are still aspects to develop further. For example, young children not accessing the outside area on a daily basis and children's play being disrupted because of tidy up time.

Partnerships with parents are sound because staff support parents and children through regular discussions. The staff share children's learning journals with parents and discuss progress on a regular basis. Parent suggestions are welcomed at the nursery and staff do what they can to meet these. For example, as requested, menu plans are now displayed in advance so that parents are aware of what their children have eaten during the day. As a result, parents are aware of what the setting is providing and their views are taken into consideration. Children's views are listened to through day to day activities because they are able to help staff plan their day. Children are regularly asked for their choices of activities to ensure that their voices are heard and play choices are acknowledged. Staff evaluate the activities children take part in and the owner ensures that during each staff meeting they discuss areas for improvement, in line with the nursery's ongoing action plan for continuous improvement. Partnerships with other agencies are sound because staff work closely with the local children's centre staff and the local speech and language therapists to support children effectively. Additionally, relationships with other settings delivering the Statutory Framework for the Early Years Foundation Stage are not currently required because children do not attend any other settings. However, during discussion the manager demonstrates a clear understanding of why engaging in professional working relationships benefits children and helps to consistently promotes their learning and development.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY300900
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	948497
<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>	24
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Bestfriends Childcare Centre Ltd
<b>Date of previous inspection</b>	02/12/2008
<b>Telephone number</b>	01727 828059 or 01727 828058

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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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