

Beach Buddies Childcare

Coastal Community Church, Chaloners Road, BRAUNTON, Devon, EX33 2JA

Inspection date

Previous inspection date

27/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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

4

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- Arrangements to safeguard children are inadequate. The systems for ensuring suitability of staff are poor as children are left alone with a person who has not undergone the necessary suitability checks. This puts children's safety and well-being at risk.
- Staff do not supervise children to effectively keep them safe during play and appropriate first aid treatment is not always administered when a child has an accident.
- Planned learning experiences are not frequent and do not meet the individual needs of children to support their learning and development. The organisation of activities and staff teaching skills also vary in effectiveness, which means children's learning and development is not appropriately supported. This hinders children's progress towards the early learning goals.
- Staff and management are not supported through supervision and appraisal meetings allowing them to talk about any issues or concerns.
- Self-evaluation is not effective as it has not identified weaknesses in practice in order to address these to make continuous improvements.

It has the following strengths

- Children enjoy playing outside and use the available resources to develop their physical skills. They play happily together.

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 throughout both playrooms and in the outside space.
- The inspector interviewed the registered person and the manager.
- The inspector spoke to some parents to gain their views on the setting.
- The inspector sampled some relevant paperwork including children's learning records, planning documents, staff qualifications and safeguarding policies.

Inspector

Katherine Lamb

Full report

Information about the setting

Beach Buddies Day Care registered in 2013. It is situated in the Pentecostal Church in Braunton, Devon. The nursery serves the local area and is accessible to all children. There is a garden for outdoor play. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open Monday to Friday from 6.45am to 6pm all year round. There are six members of staff, including a cook; of these, four hold qualifications at level 4. Children attend from birth to under eight years of age. The nursery provides funded early education for two-, three- and four-year-olds. There are 33 children on roll.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

not allow people whose suitability has not been checked to have unsupervised contact with children being cared for

ensure that staffing arrangements meet the needs of all children and ensure their safety.

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

- put appropriate arrangements in place for the supervision of staff who have contact with children and families. Supervision should provide opportunities for staff to; discuss any issues (particularly concerning children's development or well-being); identify solutions to address issues as they arise; and receive coaching to improve their personal effectiveness
- improve the educational programme to include planned experiences that are challenging and enjoyable for all children
- ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff.
- foster a culture of continuous improvement through rigorous systems of self-evaluation to identify and address key weaknesses, and take appropriate action to make improvements to enhance outcomes for children.

Inspection judgements

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

The overall quality of provision is inadequate because knowledge about how to support children's learning is weak. Staff undertake observations to assess children's progress but they do not use what they learn through assessment to plan what children need to do next, so that children make better progress. They also overlook gaps in children's learning and do not always respond proactively to get support for children who are not progressing as well as they should be. Some staff do not have sufficient knowledge and understanding of how young children develop, to support them in their learning. Although staff plan activities to engage children in play and get the most out of the available resources, they rarely carry them out with the children. The majority of the time children entertain

themselves. While this gives them opportunities to make choices in their play and enjoy experiences with their friends, it means that much of their learning is incidental. This is because staff fail to offer appropriate levels of support to children. For example, they do not offer ideas to extend children's play and thinking. Some satisfactory practice is observed but it is not enough to make sure that children are prepared for their eventual move to school. Appropriate arrangements are in place to complete the required progress checks for children aged two years.

During the infrequent adult-led activities it is evident that staff do not take account of children's abilities and interests. For example, a local police officer comes into the nursery to talk to children about finger printing and crime scene investigation. This activity was the only adult-led one to take place during the inspection. It did not meet the needs of all the children. It was far beyond the level of understanding of the two-year-olds present and even many of the older children lost interest. During the activity staff did not explain the purposes of the activity in a way that children could understand. Children showed more interest in matching footwear to the footprints than making fingerprints. However staff did not respond to this; instead they focus on getting children to make fingerprints. As a result not all children gain any worthwhile learning from this activity.

At times, staff are attentive during children's play. They generally talk to children clearly, getting down to their level and using good eye contact, which helps develop some children's language and conversation skills. However, this is inconsistent and at other times, there is little interaction between them. In addition, staff mostly talk to children about what they are doing, rather than trying to extend their learning through using good questioning techniques. Therefore, not all children's communication and language development is adequately promoted.

Children enjoy playing outside. They use a range of physical equipment, as well as joining together to play games in small groups. Inside there are adequate resources to support children's learning, but staff do not use them effectively. Children develop some appropriate skills to support them in future learning. They are encouraged to be independent at mealtimes and they enjoy playing in groups. Staff have daily discussions with parents to keep them informed of their child's day. Parents also have opportunities to look at their children's learning records. These contain photographs and some observations of their children taking part in activities.

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

Management is not sufficiently vigilant about implementing systems for ensuring children are kept safe. Care practices are inadequate because children are left alone with persons who have not been vetted for their suitability to work with children. This weakness puts children at risk. A key person system is in place and parents and carers know who their key person is and appreciate this arrangement. Children behave well. Staff are aware of babies' individual routines and respond when they see babies are hungry or tired. Staff record relevant information for parents, so that they know about their babies' food intake,

nappy changes and sleep times.

Staff carry out risk assessments and daily checks to keep children safe. However, they do not always take sufficient account of potential risks and deploy themselves appropriately to help ensure children's safety. For example, staff do not deploy themselves to support babies during a water play activity and do not mop up spilt water quickly. This results in a baby slipping and falling on their back bumping their head. Although staff comfort the baby they do not check their head straight away or administer first aid. This shows disregard for children's health and safety.

There is an appropriate range of resources that children can use independently. All rooms are set up to support the areas of learning with different activities. However, staff do not recognise the learning potential of the resources. Children like to explore and investigate the available toys and materials but staff do not offer sufficient guidance to show how they work or how they can be used in different ways. This, together with a lack of well planned activities, limits children's learning and development.

Children are happy and content. They form sound attachments and relationships with staff. Children separate from their parents with ease and quickly become engaged in their play. Children's routines are discussed with parents when the child starts and at regular intervals to help staff to meet their changing needs. This system helps children feel settled and emotionally secure, as staff are welcoming and comfort them when they feel unsure or sad.

Staff are aware of children's health and dietary requirements, to meet some care needs of children. They provide snacks, cooked meals and drinks for children. Staff take some positive steps to promote children's good health. All children are encouraged to eat fruit and children are able to independently access drinks throughout the day. Children are taught about healthy lifestyles and soon know they need to wash their hands before having something to eat. Consequently, they learn to take responsibility for some aspects of their care and develop self-help skills.

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

Management do not have a suitable understanding of their roles and responsibilities. This affects their ability to safeguard children's welfare and impacts on their provision for children's learning and development. As a result several requirements of the Statutory framework for the Early Years Foundation Stage and associated requirements of the Childcare Register are not being met. The systems to ensure the suitability of staff are inadequate. Unvetted staff are observed unsupervised with children. This puts children at potential risk. Children's safety is further put at risk because staff fail to take action to minimise risks associated with activities, such as water play. Their deployment and supervision of children is not always adequate. Ofsted intends to take enforcement action to ensure that the provider takes prompt and appropriate action to rectify this.

Management fails to monitor the provision effectively. As a result the serious weaknesses in relation to safeguarding matters are overlooked. They do not understand the importance of enhancing staff skills to ensure all children make good progress during their time at the nursery in order to prepare them well for their future education. Staff supervisions and appraisals have not been implemented for all staff meaning that they are not being supported to help improve the activities they provide for children. There are also no systems in place for members of the management team to have supervisions and appraisals as the provider says they do not have time to complete them. This shows a disregard for legal requirements and a lack of commitment to drive improvement.

There is a self-evaluation system in use, but it is not effective. The management are aware of some the nursery's strengths and some areas of practice that are in need of further development. However, they have not identified all the areas that require improving, including where legal requirements are not being met. The implementation of action plans for improvement is slow.

The nursery team does not demonstrate a sufficient understanding of their responsibilities. Consequently, the learning and development requirements are not implemented effectively. Weak teaching and the inappropriate activities means learning is not focused and insufficient steps have been taken to improve outcomes for children. Therefore, not all children progress as well as they should and some children are not prepared well for their eventual move to school.

A range of policies and procedures are in place and documentation and records are completed to help ensure children's health needs are sufficiently well met. There are sufficient links with the other settings that children attend to promote continuity of children's care. Partnerships with parents and carers are appropriate. Parents can feedback to the setting any concerns they have, verbally with staff or management. Parents state that their children are happy and like going to this nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the registered person, the manager of the later years provision and any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check

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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

Unique reference number	EY464791
Local authority	Devon
Inspection number	929066
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	33
Name of provider	Beach Buddies Day Care
Date of previous inspection	not applicable
Telephone number	01271816877

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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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