

# Best Friends Private Day Nursery

St Johns Road, Worsley, MANCHESTER, Lancashire, M28 1AR

<b>Inspection date</b>	16/12/2013
Previous inspection date	21/11/2011

<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

- The quality of teaching is good because staff effectively support and extend children's learning in a stimulating and interesting learning environment. Children are encouraged to explore and make choices in their play. This enables children to develop their confidence and make good progress in their learning because they play an active part.
- Partnerships with parents, other providers and local schools are strong and well established. Information is continually exchanged for the benefit of each child's continual care, learning and development. As a result, children settle well and parents have trust in the staff who care for them.
- Children are very well safeguarded as staff are fully aware of their responsibilities and provide a secure provision in which children manage risks and learn how to keep themselves safe. As a result, children are well protected from harm.
- Staff support children to settle well, build close attachments and to feel secure in the nursery and during transitions to the next stage in their learning. Consequently, children become independent learners and confident individuals.

### It is not yet outstanding because

- Staff do not always use every opportunity to enhance children's learning and understanding of why it is important to have a healthy diet.
- There is scope to further develop monitoring procedures so that they more precisely identify and target support to enhance all staffs' already good practice.

## 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 each of the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the assistant manager.  
The inspector held a meeting with the nursery manager/provider, assistant manager and the local authority Early Years Improvement Officer and spoke to staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability and qualifications of staff working in the nursery. Records of staff supervision, nursery policies and procedures documentation and the nursery's evidence of self-evaluation were also viewed.
- The inspector took account of the views of children and parents and carers spoken to on the day and written information exchanged with parents.

## Inspector

Susan Westmoreland

## Full report

### Information about the setting

Best Friends Private Day Nursery was registered in 2004 and is one of several nurseries owned by Just Childcare Limited. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery operates from four playrooms on ground floor premises in the Worsley area of Manchester and there is an enclosed outdoor play area. The nursery serves the local and wider community and is accessible to all children. It opens Monday to Friday for 51 weeks a year, from 7.15am until 6pm. Children attend for a variety of sessions.

There are currently 89 children attending in the early years age range. The nursery receives funding for free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery employs 22 members of childcare staff, of whom 20 hold appropriate childcare qualifications at level 3 and two at level 2. It receives support from the local authority.

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

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

- make full use of daily routines, such as meal times, to discuss with children the importance of a healthy diet to further enhance their understanding
  
- review and reflect on how monitoring procedures are used so that these are more precisely targeted at raising all staffs' practice to the highest levels.

## Inspection judgements

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

Children are happy, confident and enjoy their learning in this welcoming and friendly nursery. Each child is respected and valued by the caring staff team, which helps children to learn to respect themselves and others around them. Staff observe children and use this information to effectively plan future activities based on their individual needs in order to support them to make good progress. For example, staff in the baby room know each child's favourite toys and lie down on the rug in front of the baby to encourage babies to roll over and reach for the rattle. Staff support children with special educational needs and/or disabilities to ensure they make good progress from their starting points. For example, where some children need to develop their social skills, staff offer children experiences to share and interact in small groups. Children happily engage in an interesting range of hands-on learning experiences, which promote all areas of learning. Staff support children's thinking and creativity as they play outdoors. For example, older

children giggle as they are encouraged to 'have a go' at drawing imaginary animals with chalk on the ground. Staff engage in children's play, offering support and encouragement which helps them to develop their personal, social and emotional skills. For example, staff support children in becoming confident to care for the nursery hamster when they take it home for the weekend.

Staff extend children's thinking skills through daily activities. For example, staff teach very young children to share and develop their language as they learn about size and colour when playing with different hats and caps saying, 'h,h,h...hat!, who is wearing the red hat?'. Internal play space is effectively organised to create a welcoming environment, where children learn through play. For example, to enhance children's interest and keep them motivated staff develop water play by making 'snowy' water with white paint and glitter. The well-resourced rooms allow children to make choices and extend their learning. For example, children are eager to explain how they can choose to play with their favourite toys like dinosaurs, while another child explains that his favourite dinosaur has small hands so needs to eat more food so that they grow bigger. Consequently, children gain a good range of skills that supports their future learning and school readiness.

Parents are keen and interested to find out about what their children have been doing and share information with staff about their children's learning and development at home. For example, every 12 weeks staff and parents carry out an, 'I like...' meeting to review each child's interests, learning and development in relation to the range of play opportunities offered. Parents delight that their children are motivated to bring in recyclable items from home to support their learning. Parents are provided with ideas to support the nursery topic. This ensures that they are involved in and fully informed of their children's progress.

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

The availability of good quality resources and flexible organisation of the rooms means that children are able to make independent choices in their play. For example, babies access treasure baskets that are positioned on the floor so that they can choose the objects of different colours that they want to explore. The effective key person system ensures good attention is given to helping children feel emotionally secure in their environment. For example, the key person skilfully supports children new to the nursery to gain confidence in their surroundings. This means they settle well, are happy and have a strong base for their learning and development. Older children are developing independence and confidence in doing things for themselves. For example, at meal times children are encouraged to count the number of children on their table and provide the correct amount of cutlery. Children are developing a strong sense of identity because staff recognise children's different backgrounds. For example, there are photographs displayed of their families and they talk about experiences at home.

Children are developing an understanding of a healthy lifestyle as they have regular opportunities to explore the outside environment. Through this, children develop their physical skills and benefit from fresh air and exercise. For example, older children develop their large muscle control while pedalling and changing direction as they use the wheeled toys and younger children use a climbing frame, play hopscotch and have fun jumping in

puddles. Individual dietary requirements are adhered to and the nursery provides healthy, balanced and nutritious meals. Staff sit with the children and talk to them during meal times creating a sociable occasion. However, not all opportunities are used to help children, through discussion, understand why it is important to have a healthy diet, so that they begin to take on board such positive messages at a young age. Children develop good hygiene practices as these are continually reinforced with them during the daily routine. Children are encouraged to get their own tissues and put them in the bin afterwards, clean their teeth after meal times and also to wash their own hands before meals and after toileting. This supports them in becoming competent in managing their own self-care. Babies are encouraged to 'have a go' at feeding themselves and are keen to do so.

Children can explore confidently in a safe environment as staff are deployed effectively. They sit with children at their level and supervise them well. Children learn to behave appropriately and to stay safe because staff provide them with consistent routines to ensure they understand fully what is expected of them. Children's understanding of being safe is fully promoted, ensuring that they can play and learn in the safe nursery. For example, the police and fire service have visited the nursery to talk with the children about how to keep themselves safe. Children's good behaviour is encouraged as staff offer regular praise and encouragement to promote their self-esteem. The arrangements for supporting children as they move from room to room are carefully planned and flexible to meet each child's needs. Parents say that they trust the staff and are happy that children move to the next room when they are ready and that their key person knows their child well. As a result, they very quickly adapt to the daily routines and confidently form new friendships. Staff contact the school that children will move to and they pass on information about children's development. All of this helps children to make a smooth transition when there are any changes.

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

The management team have a secure understanding of their responsibility to ensure that the nursery meets the requirements of the Early Years Foundation Stage. They understand their role and responsibilities within this framework. Arrangements for safeguarding children within the provision are good. Staff safeguard children's well-being as they carry out regular risk assessments of the environment and other activities to ensure that it is safe and secure for children. The manager takes all necessary steps to keep children safe and well. She ensures all staff fully understand and implement the safeguarding policy, which means that staff are confident about the procedures to follow should they have any concerns about a child's welfare or the practice of a colleague. In addition, all staff have received local authority training on promoting positive behaviour management. Robust recruitment procedures are in place and consequently, children are cared for by suitable adults who have been appropriately vetted.

Staff are appropriately qualified for their roles. Discussions with staff demonstrate that they enjoy working in this nursery and feel well supported. This means that staff are motivated to continue to improve their practice. The room leaders use their good

knowledge of the children and families to ensure there are a broad range of experiences that support children's individual needs and interests. This means that children are supported effectively to make good progress in their learning and development. Annual questionnaires and discussions with parents on a continuous basis identify their viewpoints on the provision. Staff performance is monitored through supervisions and frequent observations of practice inform the development of the provision. This helps ensure the nursery has a well-trained and supported staff team. However, there is scope to review how monitoring procedures are used to identify and target support to further enhance all staffs' already good practice. For example, the extent to which new staff fully understand the process of observation, assessment and recording of children's progress. Future plans include further enhancement of the outdoor provision to maximise all areas of learning for all ages of children.

Staff develop effective relationships with other professionals to consistently share information about children's learning to complement and support their developmental learning needs. Partnerships with parents are strong. They are continually provided with information through newsletters, displays, daily discussion and regular meetings. Parents are very complimentary about the nursery and the way the nursery staff support their children in nursery and at home. They comment that staff are friendly and support their children's development well saying, 'I'd be lost without the nursery!' and, 'it's a brilliant nursery!'.

### **The Childcare Register**

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	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>	EY290923
<b>Local authority</b>	Wigan
<b>Inspection number</b>	946296
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	89
<b>Number of children on roll</b>	89
<b>Name of provider</b>	Just Childcare Ltd
<b>Date of previous inspection</b>	21/11/2011
<b>Telephone number</b>	0161 703 7132

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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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