

Beach Buddies Childcare

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

Inspection date

21/07/2014

Previous inspection date

27/01/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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| 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 | 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

- Partnerships with parents and other settings that children attend are strong, which helps to provide complementary learning experiences.
- Overall, staff plan a broad range of learning experiences and provide a good range of resources, which helps children make good progress in their learning.
- Relationships between staff and children are close and supportive, which supports children to develop into confident young people.
- Good teaching methods are used which encourage children to become confident communicators.

It is not yet good because

- Children are not always accompanied on outings with at least one person who holds a current paediatric first-aid certificate, to meet their health needs fully-.
- The organisation of hand-washing routines does not always fully support children's understanding of how to keep themselves healthy and help prevent cross-infection.
- Although there are good opportunities to for children to develop their literacy learning indoors, there is scope to improve learning opportunities outdoors.

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 children both indoors and outdoors.
- The inspector examined a range of documents.
- The inspector held discussions with the management.
- The inspector talked with parents, children and staff.
- The inspector completed a joint observation with a manager.

Inspector

Sarah Madge

Full report

Information about the setting

Beach Buddies Childcare 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 6.45 am to 6 pm all year round. There are eight members of staff, six of whom hold appropriate qualifications. There are currently 34 children on roll, 31 of which are in the early years age range. The nursery provides funded early education for two, three and four year olds.

What the setting needs to do to improve further

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

- ensure at least one person who holds a current paediatric first aid certificate accompanies children on outings

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

- enhance children's learning about good hygiene and minimise the risk of cross-infection by reviewing the organisation of hand-washing procedures
- enhance resources and activities outdoors to develop children's literacy skills further.

Inspection judgements

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

Children thrive in this very caring and inclusive nursery. Staff identify each child's progress and any gaps in their learning, and plan activities which support all children's progress towards the early learning goals. This approach helps all children to make good progress in their development. Staff complete appropriate progress checks for two-year-old children. The relationships between key persons and parents are highly effective in ensuring good outcomes for all children. Parents are kept well informed of their children's experiences and learning through parents' evenings and termly reports. Key persons inform parents of their children's current next steps in learning and provide ideas of how they can continue to support children's development at home. Daily communication books are used to share information regarding care routines. This all means that staff and

parents are able to provide complementary learning opportunities for children in different environments. The liaison between the key workers, parents and other professionals contributes well to children's inclusion and the ongoing identification of their individual needs. Staff work hard to provide engaging and stimulating indoor and outdoor spaces. They present learning opportunities based upon children's changing interests. For example, several children have an interest in water and so staff offer two different water play activities outdoors, for children to explore as they wish.

Staff make perceptive observations and assessments of the children to plan interesting activities that cover all areas of learning. They identify children's starting points through discussion with parents and frequent observations as they settle in. The activities they offer provide children with ample scope to have fun and support the good progress they make. The children become confident and articulate speakers; they express their views and engage in conversation with friends and adults. Staff give high priority to children's communication and language skills and are particularly skilled in supporting discussion with children. For example by asking frequent open questions to encourage children's thinking, such as those beginning with 'Why do you think?.' They label resources and annotate children's paintings and displays, which helps children to become more familiar with printed words. There are fewer examples of writing outdoors however, and at the inspection, mark making activities provided for children in the garden did not fully engage their interest.

Children are developing a good understanding of number and measurement through everyday play, such as when comparing the size of toy fish they catch in their nets. They have opportunities to use technology, such as cameras, to support their learning; for example, children take photographs of numbers they come across in the environment. Children enjoy a wide range of experiences indoors and outdoors, using a rich collection of resources. They are active as they build with blocks and explore natural materials, such as shells, sand, and mud, for example. Children develop their physical skills and challenge themselves as they practise balancing on beams and the large climbing equipment, and ride on wheeled toys. They learn to enjoy books as they relax and read in cosy tented areas. Children develop a love of books and enjoy listening to stories read by staff. Children enjoy looking at the setting scrapbook, which contains photographs of children engaged in different activities.

Staff provide many good opportunities for the youngest children to learn through using their senses, providing natural materials such as sand, water and pine cones for them to explore. Toddlers develop large muscle skills as they push and steer wheeled toys and play on the small see-saw. Exploring and learning about the natural world are integral to children's outdoor play experiences. For example, staff encourage children to explore the properties of water, pouring water down guttering and filling containers, and children explore ice, considering what happens to it as it changes form. Children learn about growth through planting activities, and staff plan regular outings for children to the park and nearby pond to provide additional learning experiences.

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

The staff deploy themselves appropriately to support and supervise children. Children are very settled and comfortable in the nursery and develop friendly, trusting relationships with their key person. Photographs of themselves and their friends and families are displayed around the setting, to help children feel welcome. They often approach staff to talk about events at home and to ask for equipment. Additionally, they seek out their key person to proudly declare their achievements. This shows that children feel safe and secure. All staff in the baby room get to know children's care routines and their personalities, as they share information regarding their key children with each other, to ensure that all children are well cared for.

Staff are positive role models. They are calm, patient and consistent in their expectations and responses to children's behaviour. Children are encouraged to use appropriate manners and learn to share and take turns. Staff follow children's lead and enthusiastically join in with play, when invited. For example, staff pretend to speak on a telephone when presented with one. This extends children's development and helps them to establish a positive attitude to learning. Consequently, children behave well and some show skills in working collaboratively, as they take turns to share the utensils when playing with the seaside-themed tray for example.

Children are beginning to show sound levels of independence in managing their own personal care. They are adept at pouring their own drinks and chopping fruit during snack time. They know to apply sun lotion before playing outdoors in hot weather. Children understand the importance of washing their hands after using the toilet and before eating. However, at the inspection, hand-washing routines did not fully support children's good health and minimise the risk of cross-infection, as several children shared water at a sink. Children enjoy nutritious food for snacks, and sit together sociably. This helps promote good future eating habits. Staff encourage children to think about where fruit comes from, which helps develop their awareness of the natural world and how to keep themselves healthy.

Children regularly practise emergency evacuation drills to help children learn how to act safely and appropriately to exit the building in the event of a fire. Children's health and safety is not consistently promoted on outings however. This is because staff undertaking the trips do not always hold a current paediatric first aid certificate. Otherwise, children are cared for in a safe and secure environment.

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

Leadership and management of the setting are sound. The management has a suitable understanding of its responsibility in monitoring the educational programme. Managers are working to support all staff in developing a secure understanding of the learning and development requirements. For example, staff are encouraged to consider how planned activities support individual children's next steps in learning. Managers have revised the planning system to ensure that children have appropriate learning experiences, across

each area of learning, to match their interests and stage of development.

There is a sound induction procedure in place, and all staff have safeguarding awareness training. Staff are familiar with the safeguarding policy and demonstrate a suitable understanding of child protection issues and the procedures to be followed in the event of any concerns. Appropriate procedures are in place for the administration of medication and the recording of accidents, to support children's welfare. Additionally, staff have appropriate food hygiene training, to promote children's health when handling and preparing food. Children enjoy a safe and secure environment that is accurately risk assessed by the staff. Their attendance, and that of visitors, is accurately recorded to document the names of everyone on the premises. However, managers do not always ensure that when children go on outings, at least one member of staff holds a current first-aid certificate. This is a breach of statutory requirements. An action has been raised regarding this.

There are robust systems in place to recruit and check the suitability of staff. Members of the management team have regular supervision meetings with staff and they use these opportunities to identify staff training needs. Accurate self-evaluation helps them to effectively identify strengths and prioritise areas for development. Since the previous inspection, the management has worked hard to develop short-term action plans, to help prioritise areas for development. Additionally, they seek regular advice from their local authority consultant. This demonstrates a commitment to drive improvement.

Policies are shared with parents to develop their understanding of the procedures and routines. Parents who were spoken to reported that they value the support of staff to provide relevant learning at home and that their children enjoy coming into the nursery. Staff liaise with other settings that children also attend, to promote a shared approach to children's learning so that children experience continuity.

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 at least one person who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (voluntary part of the Childcare Register).

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 | 962996 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 20 |
| Number of children on roll | 34 |
| Name of provider | Beach Buddies Day Care |
| Date of previous inspection | 27/01/2014 |
| 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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Piccadilly Gate
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M1 2WD

T: 0300 123 4234
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