

Buddies

Newton Cap, 1 Newton Cap Bank, Bishop Auckland, County Durham, DL14 7PX



Inspection date

28 September 2015

Previous inspection date

23 February 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not notified Ofsted of a significant event.
- Staff do not always give young children enough time to think and respond to the stimulating questions that they ask.
- The management team has not implemented highly effective and ongoing staff supervision and monitoring to continue to improve the quality of teaching.

It has the following strengths

- Teaching is consistently good. There are some particular strengths. For example, staff working with the pre-school children make sure that activities of all kinds give children the opportunity to develop literacy and numeracy skills. Children have fun, progress well from their starting points and successfully develop the skills needed for school and future life.
- Staff are generally well qualified and use their skills well to ensure all children make good progress in their learning and development. Activities are based on children's interests and the environment supports their independent play and learning well.
- Partnerships with parents are strong. Staff communicate well with parents and build good relationships with them. They work well together to help children settle. Parents are engaged in their children's development and learning within the setting and at home.
- Staff are deployed well to supervise children and meet their individual needs so that children are able to play and learn safely.

What the setting needs to do to improve further

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

Due Date

- ensure Ofsted are informed of any significant event. 30/09/2015

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

- ensure staff give young children time to explore their ideas fully and enough opportunities to use language to express themselves
- strengthen further the monitoring of staff practice to ensure rigorous supervision and performance management of staff and the quality of teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- This inspection was carried out following the risk assessment process.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management requires improvement

This inspection was prioritised because of concerns raised relating to the security of the premises and supervision of children. Safeguarding arrangements are effective overall. However, the provider confirmed that on one occasion a child who was not supervised opened the entrance door and allowed a parent to enter the building. While the provider took prompt and effective action to ensure this would not happen again, the provider failed to notify Ofsted of this significant event. Children have been safeguarded because of the action taken by the provider and all staff are clear about their roles. Recruitment and vetting systems are thorough. All staff have a robust understanding of who to report any safeguarding concerns to and they are aware of the signs and symptoms of abuse. The management team oversees all children's progress. Any gaps in learning are promptly identified and swiftly addressed to ensure that all children continue to make good progress. However, managers are less focused on observing and evaluating the quality of teaching in order to raise the level of practice even higher. Self-evaluation, including the views of staff and parents, is used to identify strengths and areas for development. Partnership work with other settings ensures that information is shared on time.

Quality of teaching, learning and assessment is good

Staff use their good knowledge of the interests and needs of individual children to plan a wide range of exciting learning opportunities, which both engages and challenges all children. Older children's communication and language skills are developing well. They hold conversations with their friends and engage in activities to explore sounds. However, staff working with younger children sometimes overlook opportunities to extend their communication and language skills even further. For example, when asking questions they sometimes give children the answers too quickly and do not leave enough time for them to respond themselves. Staff successfully observe children to assess their learning and enjoyment, and actively encourage parents to share what they know about their children.

Personal development, behaviour and welfare require improvement

Staff are skilled in supporting children to develop their emotional well-being and form secure attachments with other adults. They help children to learn how to care for themselves and others. This supports them well to become confident and independent. Children behave well because staff are good role models. Staff encourage children to be kind and play cooperatively. They teach children about leading healthy lifestyles, encourage outdoor play and deploy themselves effectively to supervise children. Children are offered healthy and nutritious food and drinks, promoting their good physical well-being.

Outcomes for children are good

The good quality teaching provided by staff ensures all children are challenged and motivated to learn. Younger children quickly become secure, building close attachments. Older children learn to manage their personal needs independently in preparation for the next stage of their learning, such as school.

Setting details

Unique reference number	EY346222
Local authority	Durham
Inspection number	1027316
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	49
Number of children on roll	96
Name of provider	Buddies Partnership
Date of previous inspection	23 February 2011
Telephone number	01388 607670

Buddies has been registered since 2007. The setting employs 17 members of staff. Of these, three hold an appropriate early years qualification at level 5, 12 hold an appropriate early years qualification at level 3, and two are unqualified. The setting opens Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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