

Buddies Preschool

Harold Wood Sports Pavilion, Harold View, Romford, Essex, RM3 0LX



Inspection date	7 June 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children arrive happy to the setting, and leave their parents and carers with ease. They have developed strong attachments with staff to support their confidence.
- Staff promote children's vocabulary well. For example, they skilfully ask children questions, while encouraging them to express their thoughts and ideas.
- Staff plan activities well throughout the learning environment to enthuse children's level of enjoyment. All children make good progress in their learning from their starting points.
- Children are imaginative and enjoy engaging in role-play experiences, where they learn to express their own ideas, thoughts and feelings.
- Leaders and staff establish good partnerships with parents and other early years providers, including external agencies. They implement effective methods to maintain a good flow of communication and exchange of information with parents to support children's interests and learning needs.

It is not yet outstanding because:

- On occasion, staff miss opportunities to extend children's writing skills fully, in particular to help them make connections between their early marks and writing for a purpose.

What the setting needs to do to improve further

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

- continue to increase the range of opportunities throughout the day for children to enhance their early writing skills.

Inspection activities

- The inspector observed staff interactions with children throughout the learning environment.
- The inspector spoke to staff and management at different intervals during the inspection.
- The inspector took into account the views of parents during the inspection through verbal feedback.
- The inspector held discussions with the provider about the setting's evaluation and risk assessment processes, and assessed staff's understanding of safeguarding practices.
- The inspector reviewed relevant documents, including the setting's policies and procedures.

Inspector

S Campbell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are clear about their responsibilities to act upon any concerns, including the procedures to follow to promote children's welfare. Management conduct robust risk assessment procedures, including outdoors, to promote children's safety at all times. They use effective processes for self-evaluation to promote good outcomes for children. Staff benefit from ongoing support, such as through individual and group meetings, to enhance their individual roles. They seek regular training opportunities and effectively share the knowledge that they gain with colleagues, such as in behaviour management, to develop a consistent approach in ensuring a good quality of teaching and learning. Staff support children's eventual move to school well. For example, they share pictures of key areas to help them become familiar with changes.

Quality of teaching, learning and assessment is good

Staff observe children well, and effectively use the information they gain from their assessments to inform their planning and reflect children's interests. Children's assessments are ongoing and accurate, which enables staff and management to monitor children's progress, and implement a targeted approach to support children's individual learning needs. Staff skilfully support children's early reading skills well. For example, they read familiar stories and encourage children to recall and predict events. Additionally, children show a keen interest in illustrations and take pleasure in making connections, such as to familiar home experiences. Staff provide opportunities for children to gain a good understanding of time and the environment. For example, older children correctly name the day of the week, and younger ones describe the seasons.

Personal development, behaviour and welfare are good

Children learn to socialise well. For example, staff plan specific activities to help children develop their confidence and interactions with others. Children develop a good understanding of right from wrong, including respect for others. They benefit from consistent praise and are familiar with the setting's rules. Children learn to think about their own personal safety. For example, they effectively follow simple explanations on how to handle scissors in the correct way. Children develop a strong understanding of healthy lifestyles. For example, they enjoy snack times, where they eat various fruit and access drinking water. They benefit from the well-equipped outdoor area, where they are active and have many opportunities to practise a variety of physical skills.

Outcomes for children are good

Children's early mathematical skills are developing well. For example, they enthusiastically engage in matching shape games and count the days of the week. All children gain the necessary skills for the next stages in learning, including for school.

Setting details

Unique reference number	EY479145
Local authority	Havering
Inspection number	982002
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	15
Number of children on roll	18
Name of registered person	Buddies Pre School Limited
Registered person unique reference number	RP532286
Date of previous inspection	Not applicable
Telephone number	07708629841

Buddies Preschool registered in 2014. It is located in Harold Wood, in the London Borough of Havering. The setting operates on Monday from 9am to 12pm only, and on Tuesday and Thursday from 9am to 12pm and 12pm to 3pm, during term time only. The provider employs four staff; of these, three hold appropriate early years qualifications at level 3, and one is suitably qualified at level 2 and is currently working towards a higher childcare qualification.

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.

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