

BiddyAve Buddies

Bidston Avenue Primary School, Tollemache Road, Birkenhead, Merseyside, CH41 0DQ



Inspection date	4 July 2018
Previous inspection date	8 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The key-person system is effective and staff know their key children very well. Staff spend time when children first start getting to know about their individual healthcare needs. Parents state that they are regularly kept up to date with the progress their child makes.
- Children develop good literacy skills. They are provided with many opportunities to consider the sounds that letters make and to recognise letters in the environment.
- Leaders share a strong commitment to the future development of the setting and they share a passion for improving outcomes for all children. They use their experience, along with the views of parents and children to shape the provision to the needs of the children and community.
- Leaders have developed good links with the local authority and other professionals working with families. These links are used well to provide children with additional support at the very earliest opportunity.
- Staff provide children with many activities to promote healthy lifestyles. For example, children benefit from weekly yoga and sports classes.

It is not yet outstanding because:

- Occasionally, staff miss naturally occurring opportunities to support and extend children's emerging understanding of numbers and quantities.
- Staff do not consistently consider the organisation and purpose of activities to encourage individual children to be more actively involved in their learning.

What the setting needs to do to improve further

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

- provide more opportunities to help children learn about numbers and quantities
- consider the organisation and purpose of activities to help individual children to be more actively involved in their learning and make even better progress.

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 held a meeting with managers and spoke to staff and children at appropriate times during the inspection.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector completed a joint observation with the deputy manager.
- The inspector looked at relevant documentation, such as learning records and planning. She looked at policies and procedures and risk assessments and checked the evidence of staff suitability and qualifications and training.

Inspector

Ms Alison Hobbs

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff have a good understanding of how to keep children safe and they are clear about the procedures to follow should they have a concern about a child's welfare. Staff ensure the policy for administering medication is implemented and all medication records are kept up to date. Robust procedures are in place to monitor children's attendance, this helps staff to identify children or families who may need additional support. Leaders are committed to developing the skills of the staff team. Staff benefit from regular monitoring of their practice, this includes peer observation and access to additional training. This helps staff to meet children's individual needs effectively and supports their own professional development. Leaders complete regular and precise risk assessments. Children are encouraged to consider risks and work with staff to consider how to reduce these in the environment. For example, as children build a structure of tyres and beams, staff encourage them to consider their own safety and how to reduce the risk to others.

Quality of teaching, learning and assessment is good

Children are provided with a stimulating environment indoors and outdoors. For example, children delight as they take part in their own world cup tournaments and discuss the different countries taking part. Leaders routinely monitor the progress children make. They identify any gaps in learning to enable them to plan targeted support and interventions. Staff support children's communication and language skills in a variety of ways. For instance, while observing butterflies and caterpillars, staff skilfully question children and encourage them to describe what they see using magnifying glasses and reference books. Consistent daily routines help to promote children's learning. For example, when children hear the tidy-up tambourine, they know the activity has finished and they are encouraged to help tidy away.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff provide children with a positive role model and they provide regular praise and encouragement, sharing the achievements children make with their families. Staff provide many creative opportunities for children to follow rules and manage tasks. For example, children delight as they are given the responsibility of caring for Bert, the pet tortoise, while following the care rules that the children have collectively developed. Staff promote healthy lifestyles in many ways. Children develop a good understanding of healthy choices and they are provided with guidelines for making packed lunches with their families at home.

Outcomes for children are good

Children arrive eager and keen to learn. They are supported for their future learning and they are engaged in experiences that prepare them well for school. For example, children discuss personal safety as they confidently speak about the need to apply sun cream before they go out to play and how to stay safe in hot weather.

Setting details

Unique reference number	EY232861
Local authority	Wirral
Inspection number	1139774
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 5
Total number of places	24
Number of children on roll	48
Name of registered person	BiddyAve Buddies Management Committee
Registered person unique reference number	RP907635
Date of previous inspection	8 December 2014
Telephone number	0151 653 3291

BiddyAve Buddies registered in 2002 and is situated within Bidston Avenue Primary School. The pre-school employs eight members of staff. Of these, six hold appropriate early years qualifications at level 3 and one member of staff has early years professional status. The pre-school opens from Monday to Friday in term time only from 7.30am until 6pm and also offers out-of-school sessions from 8am until 9am and 3pm until 5.45pm. The pre-school provides funded early education for three- and four-year-old children.

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