

Buddies Childcare

8 - 10 Glendore, Weaste, Salford, Lancashire M5 5EY



Inspection date	28 September 2018
Previous inspection date	28 May 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Met	
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision is inadequate

- Breaches to the requirements of the Early Years Register and the Childcare Register compromise children's safety and welfare. Managers do not ensure that practitioners identify and take effective steps to minimise risks to children's health and safety. They do not fully implement risk assessments for fire safety.
- Systems in place to supervise practitioners are not good enough. As a result, practitioners are not helped sufficiently to improve and the quality of teaching is inconsistent.
- Practitioners do not take enough account of what children know, understand and can do when they plan activities.
- Managers do not use self-evaluation effectively to recognise and rectify weaknesses.

It has the following strengths

- Practitioners are positive and friendly role models who know children well. Relationships between children and practitioners are good.
- Practitioners gather information from parents about children's preferences and routines before children start to attend the provision. This helps children to settle in quickly and they demonstrate that they feel secure.
- Managers follow robust systems for recruiting practitioners. They make sure that relevant information about the vetting processes for new employees is recorded.
- Practitioners teach children to be independent. This is illustrated when children peel sections of chopped banana and fetch their own cups at snack time.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that robust systems are in place to assess and manage risks, so that the premises, equipment and resources are safe for children	12/10/2018
improve knowledge and understanding of fire safety requirements, and effectively incorporate this within risk assessment procedures	12/10/2018
put in place appropriate arrangements for the supervision of practitioners, providing support, coaching and training that improve the quality of teaching	26/10/2018
ensure that the planning of activities takes full account of what children need to learn next, so that children benefit from taking part and are challenged and supported to make good progress.	26/10/2018

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

- evaluate the provision more thoroughly, to identify weaknesses and plan actions that drive rapid improvement.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection. She completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the provision.

Inspector
Susan King

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Managers do not effectively check that the premises and equipment are safe for children. For example, radiators in areas where children play get very hot. Furthermore, managers do not rigorously follow risk assessments for fire safety. A fire exit is obstructed by the storage of equipment. However, practitioners demonstrate that they know what to do if they consider that a child is at risk of abuse or neglect. Managers ensure that requirements for practitioners' qualifications and adult-to-child ratios are adhered to. They make sure that practitioners attend all mandatory training. For example, every practitioner holds a paediatric first-aid certificate. However, managers do not monitor the quality of teaching well enough to help the well-qualified practitioners to improve. The quality of teaching is inconsistent and is not improving rapidly enough. Managers evaluate the provision and demonstrate an intention to improve. However, their evaluation does not identify breaches to safety requirements and weaknesses in teaching and learning.

Quality of teaching, learning and assessment requires improvement

Practitioners devote their time and attention to children. Some spontaneous teaching is good. This is demonstrated when children readily gather for song time. Practitioners enthusiastically lead action songs that entertain children and capture their interest. Children smile, laugh and copy the actions. Practitioners make accurate observations of children's learning. However, the planning for activities does not take enough account of what children are ready to learn next. For example, practitioners know that children in the group are at different stages in their speech and language development. However, practitioners do not make the most of opportunities to help children to extend their individual communication skills.

Personal development, behaviour and welfare are inadequate

Weaknesses in risk assessment mean that children's safety cannot be assured. However, practitioners follow some procedures that help to promote children's welfare. For instance, practitioners record accidents and injuries to children and share the information with parents. They carefully follow well-established procedures for planning and managing outings. The key-person system is effective and this helps practitioners to meet children's individual care needs in the pre-school and after-school club. Practitioners teach children to make healthy choices. Children play outside every day and eat meals and snacks that help to promote their good health.

Outcomes for children require improvement

Weaknesses in teaching mean that children do not make as much progress as they could from their starting points. However, most children develop the basic skills and knowledge they need to start school. Older children can recall the main events in favourite stories. Children learn to follow familiar routines and this helps to promote their self-control. Children express their individual preferences in meaningful contexts. For example, at snack time, they decide which drink they would like. Children develop independence in using the toilet and know that they must wash their hands before they eat.

Setting details

Unique reference number	EY284408
Local authority	Salford
Inspection number	10079028
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	1 - 9
Total number of places	40
Number of children on roll	58
Name of registered person	Fun4All CIC
Registered person unique reference number	RP909266
Date of previous inspection	28 May 2014
Telephone number	0161 736 8688

Buddies Childcare registered in 2004. The provision employs five members of childcare staff who all hold qualifications at level 3. The provision opens from Monday to Friday, all year round. Pre-school sessions are from 9am until 3pm. After-school sessions are from 3pm until 6pm. Holiday-club sessions are from 8am until 6pm. The provision provides funded early education for two-, three- and four-year-old children.

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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