

Buddies Preschool

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



Inspection date	19 November 2018
Previous inspection date	7 June 2016

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

- Management work in partnership with external agencies to ensure that interventions are in place for children who require additional support. For instance, staff implement strategies suggested by speech and language therapists and occupational therapists to improve children's outcomes.
- Staff build on children's interests and find opportunities to extend their learning. For example, staff turn off lights when children shine torches on the ceiling, to help them see more clearly. Children excitedly say, "look circles" and "that's incredible," as they move the beam around the room.
- Staff are gentle and care for children with genuine affection. Children form secure relationships with staff. This helps them to settle well and explore the resources available confidently.
- Children have plenty of opportunities to develop their early writing skills in preparation for future learning. For example, when staff hear children talk about looking for treasure, they encourage them to draw treasure maps. Children are motivated to practise mark-making.
- Staff do not make effective use of the book area, to inspire and motivate children to explore reading materials even further.
- Management are still developing strategies to enhance children's learning experiences, to help different groups of children achieve at an even higher level.

What the setting needs to do to improve further

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

- develop the book area even further, to inspire and motivate children to explore reading materials
- build on current plans to enhance children's learning experiences, to help different groups of children achieve at an even higher level.

Inspection activities

- The inspector spoke with children, parents, staff and management at appropriate times during the inspection.
- The inspector observed staff interactions with children, during activities and play indoors and outdoors.
- The inspector and manager carried out a joint observation of a story time session.
- The inspector sampled a range of documentation, including children's learning records, planning, training certificates and policies.

Inspector

Leanne Stranger

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure knowledge of the signs of abuse and know the procedure to follow if they have concerns about a child's welfare. Staff carry out regular risk assessments to maintain a safe environment both indoors and outdoors. Management meet with staff regularly to provide ongoing support and to identify specific training needs. For instance, staff attend training relating to how to support children to thrive. This helps staff improve practice to enhance children's learning and development effectively. Self-evaluation is accurate. Management identify strengths and weaknesses within the setting, such as a current drive to promote healthy lifestyles and nutritious lunch boxes. This helps children to understand why it is important to make healthy choices.

Quality of teaching, learning and assessment is good

Staff have formed positive partnerships with parents. They keep parents informed about their child's progress and make suggestions to help support children's learning at home. Staff use ongoing observations and assessments to plan appropriate next steps for children. For example, staff devise obstacle courses and stepping stone games to support children's coordination well. Staff provide exciting sensory experiences for children and ask open-ended questions, to help extend children's language skills. This is seen when staff engage small groups of children in exploring blocks of ice and creating artificial snow. Staff encourage children to consider how it feels, why it is slippery and why it is melting. Children laugh and talk to one another as they scoop handfuls of snow. Children are eager to learn.

Personal development, behaviour and welfare are good

Children are extremely kind and considerate of one another. They help each other put on coats and reassure their friends when they are afraid of a spider, saying "it's okay, it's a friendly spider." Staff equip children to manage sharing toys between themselves. For example, when a timer beeps, young children independently hand over toys, without staff intervening. Children develop good independence skills. This is seen when children carefully use a knife to spread soft cheese on their cracker. They learn to manage risk, as they remind other children that "knives are for cutting not licking." Staff make good use of the local surrounding area. Children enjoy walking around the park to collect autumn leaves, climbing equipment in the playground and riding scooters across the tennis courts. This helps children to explore a natural environment and develop their physical skills well.

Outcomes for children are good

Older children skilfully use the resources around them to develop their own grasp of number. This is seen when children pick up individual magnetic digits, one and three, and inform staff that together this is thirteen. Overall, children make good progress from their starting points and are well prepared for their move on to school.

Setting details

Unique reference number	EY479145
Local authority	Havering
Inspection number	10063502
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	15
Number of children on roll	19
Name of registered person	Buddies Pre School Limited
Registered person unique reference number	RP532286
Date of previous inspection	7 June 2016
Telephone number	07708629841

Buddies Preschool registered in 2014. It is located in Harold Wood, in the London Borough of Havering. The setting operates Monday to Thursday from 9am to 3pm and on Friday from 9am to 12pm, during term time only. The provider employs seven staff; including two managers, five of these hold appropriate early years qualifications at level three and two of these hold level two qualifications.

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