

Inspection of Buddies Childcare

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

Inspection date:

19 September 2019

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Inadequate

What is it like to attend this early years setting?

This provision meets requirements

Children of all ages thoroughly enjoy their time in this happy and supportive environment. They confidently explore the excellent range of interesting activities on offer and behave very well. Children happily take turns as they play tenpin bowling in the outdoor area. Older children talk about the importance of being fair. They decide that younger children in the group can stand closer to the skittles if they want to bowl. Staff are positive role models who foster a relaxed and good-natured relationship with the children. Children enjoy spending time with staff, who listen with interest to what they have to say about their time at school or their plans for the evening. Children are eager to share details of their achievements. They confidently make suggestions, adapt activities and engage the help of a staff member, for example, to see if she can make their tower any taller. Older children are mindful of early years children in attendance. They spontaneously create an unofficial 'buddy' role and routinely ask younger children if they would like to play. Children are familiar with the routine. On arrival, they chat happily to one another as they hang up their coats and bags from school. Children spontaneously wash their hands in preparation for snack. Children say they like coming to Buddies because they can 'play with their friends', 'have fun' and 'make things'.

What does the early years setting do well and what does it need to do better?

- Prompt and effective action has been taken to address concerns identified at the previous inspection. Following a recent restructuring of the provision, the provider and her small team of staff are committed to providing a valuable and inclusive wrap-around service for children who attend school or nursery.
- Children benefit from a very spacious indoor area that provides excellent opportunities for them to build on their existing skills. Children play with imagination. They become absorbed as they play in a very realistic role-play area set up as a 'hair salon'. Similarly, children independently access the very well-stocked creative area. They delight in their own creations, as they use dough, crystals, glass pebbles and small figures to make their own 'fairy garden'.
- New children settle very quickly. They are well supported and quickly establish secure attachments. With the help of older children who speak the same language, staff ensure children who speak English as an additional language are able to express their views.
- Staff work closely with parents to support children's emotional well-being during periods of transition. Parents and children have a high level of trust in the staff team. Parents say they are very happy with the care provided and that their children love attending the setting. Leaders recognise that partnership working with one school is less effective than they would like. They are currently seeking ways to improve this to help them to better complement children's time at

school.

- Leaders are strengthening links with the wider community to help raise children's awareness of community projects. Staff place a strong emphasis on helping children to learn about the diverse world in which they live. Staff are positive role models who are committed to helping children grow into respectful and tolerant individuals. Children are encouraged to share their own ideas and listen to the experiences of others.
- Children are becoming increasingly aware of their own safety and how to keep themselves and others safe. Staff skilfully question children to encourage them to assess risks as they play. For example, children consider the risk to those around them when building a tall tower.
- All staff complete a basic range of training, including paediatric first aid. Leaders continually monitor staff performance as they work alongside them and provide some coaching opportunities. Leaders engage in regular discussion about performance with staff and use this time to identify future training needs.
- Staff continuously assess and take action to minimise risk to the children. Clear collection procedures are followed to ensure the safe collection of children from school. The walk back to the setting is used well to raise children's awareness of road safety and ways to keep themselves safe.

Safeguarding

The arrangements for safeguarding are effective.

Staff have completed relevant training and are familiar with local safeguarding procedures. They are aware of possible indicators of abuse and have a growing awareness of the wider aspects of child protection, such as grooming and child exploitation. Staff are able to implement appropriate procedures if they have any concerns about a child. A poster to encourage children to seek help if they are frightened, worried or upset about something is prominently displayed. Staff are clear about the procedure to follow if they have concerns, or if an allegation is made against a member of staff.

Setting details

Unique reference number	EY284408
Local authority	Salford
Inspection number	10102478
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	3 to 9
Total number of places	40
Number of children on roll	24
Name of registered person	Fun4All CIC
Registered person unique reference number	RP909266
Telephone number	0161 736 8688
Date of previous inspection	19 March 2019

Information about this early years setting

Buddies Childcare registered in 2004. The provision employs three members of childcare staff, all of whom hold appropriate qualifications at level 3. The provision opens from Monday to Friday all year round. Sessions are from 7.30am to 8.45am and from 2.45pm to 6pm during term time, and from 8am to 6pm during school holidays.

Information about this inspection

Inspector

Vickie Halliwell

Inspection activities

- A learning walk was completed with the deputy manager to understand how the space is organised and used by the children. The inspector also accompanied the deputy manager on the walk to collect children from school.
- A short meeting was held with the deputy manager. The inspector reviewed evidence of the suitability of staff working at the setting.
- The inspector held discussions with staff at appropriate times during the inspection.
- The views of children and parents were gathered and considered by the inspector during the inspection.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019