

Inspection of Banwell Buddies

Rear of Banwell Primary School, West Street, BANWELL, North Somerset BS29 6DB

Inspection date:

28 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Overall, children are happy and enjoy their time at the pre-school. There is an effective key-person system in place which ensures that strong bonds are formed between children and staff and, as a result, children are safe and secure. Some of the committee have not had their suitability checked because the relevant documentation has not been sent to Ofsted in a timely manner. However, the impact on children's well-being or safety is minimal as committee members do not have access to sensitive information or work directly with children. Staff's expectations of children and their behaviour are not high enough. Some children do not benefit fully from learning opportunities as they refuse to participate or respond positively to the requests of adults. This means certain children are at risk of not always making the progress of which they are capable and they do not manage their behaviour positively.

Parents are complimentary about the pre-school. They comment on the range of interesting resources available to the children and are happy with the care their children receive. Staff have formed effective relationships with parents and involve them in their child's learning. The manager meets regularly with staff. They use effective methods to ensure staff's well-being and there are opportunities to discuss their professional development. However, the quality of teaching in the pre-school is variable as the manager and committee do not focus sufficiently on identifying weaknesses in teaching and highlighting areas for improvement.

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

- The manager and committee monitor and support the well-being of staff. They are aware of the importance of this and how this can affect the experiences of the children. However, they do not focus on monitoring staff practice to identify any weaknesses to raise teaching to a consistently good level.
- The committee has not understood the Ofsted suitability check process. Therefore, they have not provided Ofsted with the necessary information to carry out checks to determine the suitability of all committee members.
- Children have secure relationships with staff. An effective key-person system helps children to feel safe, confident and happy to explore.
- The quality of teaching is not consistently good. Not all staff use effective interactions to fully engage children in learning experiences. For example, at group times, children's attention is not gained and children sit with their backs to staff or do not participate at all. This minimises opportunities for children to learn.
- Staff provide a wide range of activities for children to explore. They gather information from parents and conduct their own observations to discover children's interests and plan activities accordingly. For example, children

investigate what happens when they mix different colours and they complete puzzles.

- Children enjoy free access to the outdoors and have many opportunities for playing in the fresh air. For example, children develop their physical skills as they throw balls and ride tricycles.
- Staff communicate well with parents and involve them in their child's learning. For example, staff provide books for parents to read with their children at home and they meet regularly with parents to keep them up to date on their child's progress.
- The pre-school uses additional funding for eligible children effectively. They purchase learning materials that support children's interests and individual learning needs. For example, storybooks help children to learn about feelings and 'calm jars' help them cope with their emotions.
- Staff's expectations of children are not high enough. Children often refuse the requests of staff or choose not to follow instructions and some staff accept this behaviour. Therefore, not all staff are promoting positive attitudes to learning and behaviour.
- The manager and committee ensure staff are aware of their roles in keeping children safe. For example, staff practise regular emergency evacuation procedures with the children and carry out daily safety checks of the premises to ensure play areas are free from hazards.
- Children receive healthy and nutritious snacks and are regularly encouraged to drink water. This helps to promote healthy eating and healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

Staff and the manager fully understand their roles and responsibilities in keeping children safe from harm. They undertake regular training which keeps their knowledge up to date and helps them to recognise the signs and symptoms that a child may present if they are at risk. Staff have a clear understanding of the reporting procedures should they have concerns about a child's welfare. Staff and the manager are aware of what to do in the event of an allegation. They also have an awareness of the wider safeguarding issues, including the 'Prevent' duty.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure the committee understands the suitability checking process and that systems are in place for them to provide Ofsted with information to carry out suitability checks for all committee members	28/12/2019
raise staff expectations of children and what they are capable of, to encourage positive behaviour and maximise children's opportunities to learn	28/12/2019
improve the quality of teaching to a consistently high standard.	28/12/2019

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

- improve systems to monitor staff practice so that weaknesses in teaching can be identified and acted upon.

Setting details

Unique reference number	115232
Local authority	North Somerset
Inspection number	10124350
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	45
Number of children on roll	45
Name of registered person	Banwell Buddies Committee
Registered person unique reference number	RP908429
Telephone number	01934 822233
Date of previous inspection	15 December 2014

Information about this early years setting

Banwell Buddies is situated on the site of Banwell Primary School, in Banwell, North Somerset. It registered in 1992. The group opens Monday to Friday during term time only. It opens from 8.45am to 11.45am, from 11.45am to 12.30pm for a lunch session and from 12.30pm to 3.30pm. The setting is in receipt of funding to provide free early education for children aged two, three and four years. The provider employs five members of staff. One of these holds a level 6 qualification, one holds a qualification at level 5 and three hold qualifications in early years at level 3.

Information about this inspection

Inspector

Michelle Grayling

Inspection activities

- The inspector observed teaching and learning inside and outside.
- The inspector sampled a range of documentation, including information on the committee, staff suitability and training, and information on children's progress.
- The inspector carried out a joint observation of staff teaching and evaluated it with the leader.
- The inspector met with the manager, chair of committee and nominated person to discuss how they manage the setting.
- The inspector spoke with parents and took their views into account.

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.

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