

Inspection of Best Friends Day Nurseries Ltd

3 Grange Road, Tuffley, Gloucester GL4 0PY

Inspection date: 26 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this homely environment. The attentive staff support children's emotional development well. Children form close bonds with their designated key person, and the staff team creates an enjoyable family atmosphere. Children and babies freely explore the environment with confidence. For instance, toddlers clap their hands and giggle as they roll items down a slide, showing how proud they are of their own accomplishments. Older children behave well and develop very good social skills. They listen to adults and each other and are helpful, kind and considerate. Children are well supported to improve their mathematical skills and have a good grasp of numbers. For example, older children count and compare shapes, solve problems and confidently guess what day of the month it is, saying '27 comes after 26'. Children gain a love of books and essential literacy skills. Younger children learn to manipulate tools while playing with dough, and most older children recognise and attempt to write their own name. Staff support children's language development well. They provide extra support where needed, for example when children who speak English as an additional language start at the setting. Babies are listened to attentively as they babble, and older children are encouraged to share their thoughts and ideas.

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

- Staff provide an all-round curriculum with interesting activities, and children are keen to take part. For example, baskets are filled with objects of varying tactile qualities for babies and toddlers to enjoy. Older children make discoveries and show curiosity in their play. They lift and poke heavy blocks of ice to remove items frozen inside, before successfully realising that the sun needs to warm the ice before they will dislodge.
- Staff support continuity of learning effectively, with a sensitive focus on children's emotional security. For instance, they ask children to fill a 'special box' with their favourite things from home to help them talk about their feelings. This continues as children move within the nursery and on to school. Staff ensure that the next key person knows their new child's likes, dislikes and current development goals.
- Additional funding is used well to support staff to meet children's individual needs. For example, staff skilfully use a range of visual strategies and activities to support children who have speech and language delay. This enables all children to communicate and express their needs.
- Children have good opportunities to learn about different backgrounds and cultures. For instance, children display their attempts at writing Chinese letters and using chopsticks as they celebrate Chinese New Year. However, staff do not make the most of opportunities and resources to help raise children's awareness and exploration of similarities and differences in others' cultures.

- Children's health and physical well-being are supported well. All children enjoy regular access to outdoor space, where their physical skills are developed safely in all weathers. For example, older children enjoy clambering up and over a climbing wall, and younger children learn to balance, run and jump.
- Staff use effective ways to prepare older children well for their move to school. For instance, children independently self-register and practise getting dressed without help for lively physical education lessons.
- Leaders have developed a well-informed culture that drives improvement forward, although they do not routinely take into account the views of parents when deciding what could be improved at the setting. However, overall they are effective at evaluating the quality of the provision and this helps to improve outcomes for children. For example, the staff team reflected on the quality of play outside and introduced more natural resources to promote children's curiosity, including a bug hotel and a planting and digging area. This has enhanced children's imaginations and language skills.
- Leaders implement supervisions to help build on the quality of teaching, and staff report good levels of support for well-being issues. However, although staff teaching is consistently good, some staff do not make the most of all opportunities to challenge and extend children's learning to even higher levels.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete regular safeguarding training and are confident in their roles to help protect children. They know how to identify, record and report any concerns they might have about children's welfare. They remain vigilant to what they see and hear. The owner/managers follow robust selection and recruitment procedures to help ensure that all staff are suitable. Managers and staff complete daily checks and risk assessments to help ensure all areas of the nursery, both indoors and outdoors, are safe, hygienic and suitable.

What does the setting need to do to improve?

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

- provide more opportunities for children to develop their understanding and awareness of their own cultures and backgrounds and those of others in the community and wider world
- build on the good teaching already in place to help staff seize opportunities to challenge and extend all children's learning so that they consistently benefit from the very best experiences
- extend further the partnerships with parents to involve them more fully in the process of self-evaluation, to help identify strengths in practice and areas for improvement.

Setting details

Unique reference number	EY483403
Local authority	Gloucestershire
Inspection number	10076343
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	25
Number of children on roll	20
Name of registered person	Best Friends Day Nurseries Ltd
Registered person unique reference number	RP534130
Telephone number	01452 523305
Date of previous inspection	22 July 2016

Information about this early years setting

Best Friends Day Nurseries first registered in 1999 and re-registered as a limited company in 2014. It is located in the Tuffley area of Gloucester and is one of two settings owned by the proprietor. The nursery is open each weekday from 8.30am to 5.30pm, for 51 weeks a year, excluding bank holidays. Care can be arranged from 8am by prior arrangement. Four staff work directly with the children. Of these, the manager holds early years professional status, two staff hold relevant early years qualifications at level 3 and one holds a qualification at level 2. The nursery receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Jan Harvey

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 joined the two owner/managers on a walk around the nursery. They discussed how staff organise the curriculum to support children's progress.
- The inspector carried out a joint observation with one of the managers.
- The inspector held a meeting with the managers to discuss safeguarding and self-evaluation plans. She looked at a sample of policies and procedures, training certificates and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views in written feedback.

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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