

# Inspection of Banwell Buddies

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

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Inspection date: 14 July 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and confident. They settle quickly into a well-organised environment. Staff have put in place additional measures since reopening in September, after being closed due to the COVID-19 (coronavirus) pandemic. Parents drop off and collect their children from the main entrance, and on arrival children immediately wash their hands. The curriculum is based on children's interests. Staff use starting points to plan activities and build on what children already know and can do, to further extend learning across all areas. Children are eager to participate in activities based on their interests. For instance, they enjoy taking part in a 'bug hunt' and staff help them to identify different insects. Staff have high expectations for all children, including those with special educational needs and/or disabilities. Staff monitor children closely to identify early any gaps in their development and work closely with other professionals. This contributes to the good progress that children make from their starting points.

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

- Good progress has been made to address the actions and recommendations raised at the last inspection. The manager and staff have completed behaviour management training. This has helped them implement effective strategies to promote children's behaviour. For example, staff created pre-school rules with the children to communicate clear expectations for behaviour. Staff have a calm, reassuring approach to help children understand their emotions. This helps children to learn how to regulate their own behaviour. Therefore, children's behaviour is extremely good.
- The committee and staff team work together effectively. The manager and committee place a strong emphasis on reducing staff workload and promote staff well-being. Staff say they feel well supported and listened to. The committee has clear procedures and guidance for new committee members to follow to ensure they check their suitability.
- Staff pay particular attention to support children's personal, social and emotional development. For example, they have recently introduced a tepee and created a calm space to ensure that children have quiet and individual time. Staff have explored ways to support children's emotional development and have recently completed training to extend their knowledge.
- Partnership working is strong. There is an excellent relationship with the local primary school. For instance, staff work closely with the primary school teachers to share information about children's individual needs and help prepare children for school. Pre-school children join the school children in activities to support them to be more confident when they move on to school, such as story time in the Reception class.
- Children learn how to keep themselves healthy. Staff teach children good

hygiene practices and support their understanding of the COVID-19 pandemic by sharing stories. Children access a well-resourced outdoor area which offers opportunities that support them to develop their physical skills. For example, children show good control of their bodies as they climb and balance on the play equipment.

- Parents speak highly of the pre-school. They comment on the strong relationships between children and staff. Staff keep parents informed about their children's progress through an online learning journal. However, systems are not consistently in place for staff to share ideas with parents on how to support children's learning at home.
- The manager provides effective leadership for her team. She has made good use of support and training from the local authority. The manager conducts regular supervision and provides feedback to staff, therefore the quality of activities and teaching has greatly improved. However, there is scope for further development in helping staff to introduce the language of mathematics during all activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager, staff and nominated individual have a detailed understanding of their roles and responsibilities to keep children safe. Staff know how to identify when children might be at risk of harm, including from extreme views or behaviours. Staff complete regular safeguarding training to keep them up to date with current safeguarding requirements. Staff know how to report concerns, to maintain children's welfare. The committee and the manager have secure procedures in place for recruitment and suitability checks. Staff complete effective and thorough risk assessments.

## **What does the setting need to do to improve?**

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

- strengthen and incorporate the teaching of mathematics more consistently throughout the day
- enhance the support given to parents for home learning ideas and extend children's development further.

## Setting details

<b>Unique reference number</b>	115232
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10133076
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Banwell Buddies Committee
<b>Registered person unique reference number</b>	RP908429
<b>Telephone number</b>	01934 822233
<b>Date of previous inspection</b>	28 November 2019

## 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 pre-school operates during school term times only and is open Monday to Friday from 8.45am until 3.30pm. The pre-school is in receipt of funding for children aged two, three and four years. The provider employs four members of staff. One of these holds an early years qualification at level 6, one holds level 5 and one holds level 3.

## Information about this inspection

### Inspector

Corinna Laing

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together. The manager explained how the pre-school is organised and how they plan the curriculum for children.
- The inspector held a meeting with the manager and the nominated person. She reviewed recruitment processes and essential documents, including suitability checks for staff.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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