

Inspection of Making Friends Partnership

158 Marshland Road, Moorends, DONCASTER, South Yorkshire DN8 4SB

Inspection date: 22 February 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children thrive in this safe setting due to the caring, respectful relationships promoted by staff. They receive lots of praise and because of this, and the nurturing provided by staff, children are confident, enthusiastic learners. Children happily approach adults for cuddles and support. For example, a baby benefits from lots of eye contact and cuddles as a practitioner dangles bells above them. As a result of this, the baby is happy and engaged. Children settle into their day very quickly, supported by staff who greet them and take them to their rooms. Children demonstrate good behaviour, which is positively role modelled and encouraged by all staff. Children learn to use manners and develop independence from a very young age.

Staff have high expectations for all children, including those with special educational needs and/or disabilities (SEND). Children respond positively to the carefully planned activities, displaying good levels of concentration as they engage. This is supported by the staff, who carefully provide narratives and introduce new vocabulary to the children as they play. The manager plans trips to provisions in the local environment. Children regularly access the local bakery, library and sensory play spaces. All of these activities serve to widen children's knowledge and understanding. Additional funding is spent wisely on external services such as 'sing and sign' activities. This results in all children making good progress.

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

- Staff establish positive relationships with all children. This means that children are enthusiastic and eager learners. They regularly receive praise for their successes. As a result, children have a positive attitude to learning.
- Children's independence is actively supported by staff. Younger children are encouraged to wipe their own noses, while older children pour their own drinks. Children learn how to take their own coats off and hang them up. The support from staff means that their confidence develops quickly.
- Staff provide a narrative to children as they play. This means that children are introduced to a wide range of language. For example, in the toddler room, staff look at animals with the children, and introduce animals such as a warthog. However, some staff do not repeat words so that children hear the correct pronunciation, and they do not introduce new vocabulary correctly. For example, when looking at farm animals, children are told that they have a 'moo cow'.
- Overall, staff understand and promote the curriculum effectively in all rooms. They mainly understand the learning behind the activities provided and are well aware of individual children's next steps in learning. However, activities arranged to promote children's understanding of oral health are not always implemented effectively by staff.

- Parents speak very highly of this setting. They value the links with the staff and are aware of what their child has been learning and their next steps in learning. Parents report that their children have made progress in all areas, and in particular in their confidence and communication, as a result of attending this setting.
- Children with SEND are well supported. The manager has worked hard to develop relationships with outside agencies, which means that children are referred for extra support where needed. She reports that parents are supported and kept well informed, which strengthens the links with home. As a result of this, along with the carefully planned activities and support that are in place, all children in this setting make good progress.
- Activities that support physical development are particularly strong. In all three rooms, children are encouraged to help prepare their snack. This means that children are taught how to use a knife and fork effectively, which encourages independence at mealtimes. Progression in this means that children develop appropriate skills for their age.
- The manager has a good understanding of the strengths and areas of development for the setting and the supportive staff team. She spends time in the rooms observing staff and sets targets for their continued professional development in supervision meetings. Staff speak highly of the manager and the support she offers to them.

Safeguarding

The arrangements for safeguarding are effective.

Staff access regular training to improve their knowledge and skills. For example, the manager has methods in place, including safeguarding quizzes, which allow her identify any gaps in staff knowledge and their future training needs. Staff can identify the different areas of abuse and the signs associated with these. They talk confidently about how to address any concerns they may have and further measures they would take to protect children from potential harm. Staff are aware of what they would do if they have a concern about a member of staff. The manager is well aware of the procedures to follow if she has any concerns about children in the setting.

What does the setting need to do to improve?

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

- improve activities around oral health so that they are fully effective, meaningful and appropriate for the age of the children
- ensure the correct language is modelled by all staff consistently to fully support children's developing vocabulary.

Setting details

Unique reference number	EY496435
Local authority	Doncaster
Inspection number	10222378
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	60
Number of children on roll	64
Name of registered person	Making Friends Partnership
Registered person unique reference number	RP533490
Telephone number	01405 947370
Date of previous inspection	12 January 2018

Information about this early years setting

Making Friends Partnership registered in 2015 and is situated in Doncaster. The nursery employs 11 members of childcare staff, eight of whom hold appropriate early years qualifications at level 3 and above, including one who holds a level 6 qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Murphy

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 of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the managers about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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