

# Inspection of Little Buddies

36 Heath End Road, Flackwell Heath, Bucks HP10 9DY

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Inspection date: 21 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 demonstrate that they feel safe at the nursery. For example, they confidently leave their parents at the door. Children are warmly welcomed by the staff. They all clearly enjoy the time they spend together. For instance, younger children enjoy cuddles and consistently share smiles with staff. Older children laugh and enjoy their interactions with staff as they play together.

Children enjoy the activities provided. They have opportunities to be creative and develop their sensory play. For example, older children learn how to care for plants as they grow their own vegetables such as carrots and courgettes in the garden. Children become absorbed in activities which provide variety and interest. For instance, babies have fun finding toy animals floating in the water tray. Toddlers are fascinated when they make marks using different tools on paint covered in clingfilm.

Staff know the children in their care well and confidently talk about their next steps in learning. They plan and provide a curriculum which they know supports the children's learning. Children's communication and language are generally well supported. Staff communicate, read stories and sing songs regularly with children. Children behave well and play cooperatively together. Staff are good role models and encourage children to use good manners.

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

- Children enjoy activities which support their development and help them to become ready for their next stage in learning. For example, older children practise their mathematical skills well and are beginning to confidently use numbers in everyday contexts. Children enjoy exploring and being imaginative. For instance, babies take pleasure in make-believe play as they pretend to make food for themselves and others. All children are developing some strong independence skills. For example, they choose toys and equipment with confidence and help to tidy these away after playing with them.
- Staff support children's learning about healthy lifestyles. They talk to children about the importance of eating well, including how vegetables are good for their body's immunity. In addition, children wash their hands regularly. Staff encourage children to be physically active. For instance, all children have opportunities to play outside and be energetic. Older children enjoy exploring with balls and hoops. Toddlers have fun filling containers to make sandcastles. Babies show their delight when they use the slide.
- Staff talk to the children consistently about what they are doing, to help build children's communication and language skills. However, at times, staff do not give children sufficient time to think and respond to questions. This means

children are unable to gather their thoughts to help them express their own views, such as how they might solve problems. Despite this, all children are making good progress in their learning, including those who receive additional funding.

- Children behave well and are developing some good friendships. For example, babies and younger children squeal with delight as they play peekaboo together in the playhouse. Children receive a good amount of praise and encouragement from the staff, such as 'that's a lovely picture' and 'thank you for helping me'. This builds children's confidence, self-esteem and social skills effectively.
- Partnerships with parents are strong. Staff keep parents well informed about their children's day and development. For example, they talk regularly with parents to share their children's achievements and ongoing learning. Some parents comment that the staff are 'incredibly nurturing and friendly' and that they 'provide a calm environment'. Others say that they are 'very impressed with the nursery' and have such 'gratitude and admiration' for the whole team.
- The management team and staff work well together to provide a happy environment for the children. Managers support staff with ongoing training opportunities. They encourage and help to seek appropriate training for staff, to help extend their knowledge and skills. Staff comment that they feel well supported and that they love working at the nursery.
- The manager and staff have effective partnerships with other professionals involved in children's care and education. This helps them to maintain continuity in meeting children's individual needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of child protection. They know and understand the signs and indicators of abuse and what to do if they have concerns. They are confident about the referral procedures to follow internally and externally if needed. The managers offer staff regular safeguarding training and are proactive in keeping staff's knowledge of child protection and safeguarding issues up to date. For example, they use quizzes and regularly ask staff questions to review their understanding. Furthermore, safeguarding is discussed during regular team and individual meetings with staff. Robust recruitment procedures are in place to check staff's suitability to work with children.

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

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

- develop staff's practice to provide children with time to reflect on questions and discussions, to support them to think and put their thoughts into words before they respond.

## Setting details

<b>Unique reference number</b>	EY479779
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10219843
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Khan, Farzana
<b>Registered person unique reference number</b>	RP511827
<b>Telephone number</b>	01628 315713
<b>Date of previous inspection</b>	9 August 2016

## Information about this early years setting

Little Buddies registered in 2014 and is situated in Flackwell Heath, Buckinghamshire. The nursery operates from 7.30am to 6pm, Monday to Friday, throughout the year. The provider receives funding to provide free early years education to children aged two, three and four years. There are eight members of staff. The manager holds level 6 qualification in childcare and four other members of staff hold relevant childcare qualifications.

## Information about this inspection

### Inspector

Tracy Bartholomew

## 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 explained the nursery curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- A number of parents provided feedback about the nursery through discussions with the inspector and supporting letters.

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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