

Inspection of Best Friends Private Day Nursery and Pre-school

Unit 12 Parr Bridge Retail Park, Mosley Common Rd, Tyldesley, Manchester M29 8RZ

Inspection date: 27 September 2022

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

On the day of inspection, children attending this setting were safe and secure. However, leaders have failed to share critical information to help inform a recruitment decision. This means that potentially unsuitable staff are able to work at other settings which places children at risk of significant harm.

Staff have warm, happy relationships with children and have high expectations of what children can achieve. They take time to find out about each child's likes and dislikes and provide activities that reflect children's interests. This helps to ensure that children are engaged and motivated in their learning. Staff plan activities that support children to make good progress and help them to develop the skills needed for the future. For example, young children enjoy exploring dough. They are encouraged to squeeze, squash and mould the dough, in turn developing their fine-motor skills. Older children use these skills as they thread spaghetti and choose tools to make marks.

Children behave well for their age. Toddlers are learning to share and to take turns through the clear and consistent reminders from staff. Older children learn about unwanted behaviours and the effects of their actions on others, as staff offer gentle explanations to help them understand right from wrong.

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

- Leaders have not followed procedures in relation to the provision of satisfactory references when these have been requested. They have failed to follow their obligations as a registered provider to share pertinent information with other early years providers concerning the suitability of staff. This means that children's safety at other settings cannot be fully assured due to their lack of action and delay in responding.
- There is a strong team ethos at the setting and staff report that they feel well supported by their manager. They benefit from observations of their practice which helps them to develop the quality of their teaching further. Staff attend regular meetings and are afforded a wealth of training opportunities. However, the existing arrangements for the induction and supervision of staff are not always implemented robustly and in a timely manner.
- Following the COVID-19 pandemic, staff have focused their teaching on supporting children's emerging communication and language skills. Staff use skilful questioning, repetition and descriptive language to help children develop their vocabulary skills. Furthermore, children enjoy language games such as, 'What is in the box?' that help them to grow in confidence as they communicate with others. However, some children play and explore activities with their dummies in their mouths. This hinders the development of their speech and staff

do not always swiftly recognise this.

- Children with special educational needs and/or disabilities are supported well. Dedicated staff work closely with outside professionals to ensure that children receive the support that they need. Play plans are devised and regularly reviewed, with clearly identified next steps to help children make good progress. However, occasionally, staff lack confidence in supporting quieter, less confident children. This means that sometimes, not all children fully benefit from staff interactions and the learning opportunities available.
- Children have lovely opportunities to learn about the importance of leading a healthy lifestyle. They enjoy 'stretch-and-grow' sessions on a weekly basis and participate in physical exercise daily. Children enjoy a healthy and nutritious variety of food that is thoughtfully prepared by the setting's dedicated cook. Furthermore, children develop an awareness of oral hygiene as they practise their tooth brushing skills and discuss foods that are healthy and good for their teeth and bodies.
- Literacy is a key feature of the setting's curriculum. Children enjoy a rich variety of activities that reflect their favourite stories. Babies enjoy snuggling with their key worker as they turn the pages independently and point to what they see in the pictures. Children benefit from a lending library that encourages them to share books with their families at home. Older children enjoy the task of registering on arrival at nursery. There are plentiful opportunities for children to make marks and develop their emerging writing skills.
- Parents' comments regarding the care and education that their children receive are very positive. Some parents describe the setting as 'amazing' and comment on the progress that their children have made, particularly regarding their confidence and social skills.

Safeguarding

The arrangements for safeguarding are not effective.

Significant failings in the requirement to share crucial information place children at risk of harm. That said, staff understand their role and responsibility in protecting the welfare of children who attend this setting. They attend regular training to ensure that their safeguarding knowledge remains up to date and in line with local safeguarding procedures. Staff have a good understanding of the potential signs and symptoms that may indicate a child is at risk of abuse. They fully understand the action to take should they have concerns about a colleague's practice. Detailed risk assessments are completed to ensure children are able to play in a safe and secure environment. Staff are deployed effectively and ratios are maintained.

What does the setting need to do to improve?

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

	Due date
ensure that the sharing of critical safeguarding information is adhered to at all times, and such requests are responded to in a swift and effective manner.	30/09/2022

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

- refine the existing arrangements for the supervision of staff to ensure that they receive detailed feedback and support to develop their practice even further
- help staff to develop their understanding of children's speech development, particularly in relation to the use of dummies
- develop staff's confidence to support quieter, less confident children so that they can fully benefit from all interactions and experiences.

Setting details

Unique reference number	2619729
Local authority	Wigan
Inspection number	10253049
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	118
Number of children on roll	160
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Telephone number	0161 703 7132
Date of previous inspection	Not applicable

Information about this early years setting

Best Friends Private Day Nursery and Pre-school re-registered in 2021 in Tyldesley, Manchester. The setting operates between 7am and 6.30pm, Monday to Friday, all year round. The setting employs 40 members of staff, of whom 20 hold early years qualifications, including one with qualified teacher status.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held discussions with senior leaders, staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including the suitability of staff and first-aid qualifications.

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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