

Inspection of Little Buddies @ Bow Street

24 Bow Street, Guisborough, Yorkshire TS14 6BP

Inspection date: 6 October 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are very happy and well behaved in this friendly, home-from-home environment. Children settle well from the start and form secure attachments with their key persons and the whole staff team. Staff are very nurturing and continually offer praise and encouragement to children. Children develop their social skills as they talk to others. They chat about their family and what they have been doing at home. They enjoy looking at photos on the 'Family Tree'. They gaze into mirrors as they match their expressions to the faces displayed on the 'Emotions Board'. This helps children to develop their vocabulary and confidence, to talk about how they are feeling. Staff know the children very well. They recognise when they need extra care or support, such as when children are feeling sad or a little frustrated.

Children learn to share and take turns. Staff inspire them to behave well as they take all opportunities to positively acknowledge children's progress and achievements. They speak to children in a calm, respectful and caring manner. They teach children to respect the environment and to think of others as they play. For example, children are thrilled to gain a star on the reward display. They can then take home a special friend, 'Marvin the Monkey', for a sleepover for being kind and thoughtful.

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

- Since the last inspection, the provider and manager have reflected and made significant changes to the organisation of the nursery. The provider has actively sought support from the local authority and independent consultants. The whole team has successfully made improvements to the environment, to better suit the ages and needs of the children. For example, babies and toddlers now play and learn in a quieter, less busy room. Older children now have easy access to a craft room and outdoor play. This has improved all children's concentration, communication and behaviour. Children are making good progress in their development.
- The dedicated manager and staff have worked hard to create a broad and thoughtful educational programme. This ensures all children achieve well, including those at risk of falling behind and the most able. Staff are clear about what children need to learn next and in what order. For instance, younger children make big marks with chunky chinks and crayons. This leads to older children using felt-tip pens to draw detailed pictures of trees and attempting to write their names.
- Children learn to be confident communicators. They listen to instructions and understand that the nursery's behaviour rules and boundaries are to keep everyone safe and happy. They initiate their own learning, such as suggesting a magnifying glass can be used as a spade, to move autumn-coloured rice around.

Staff know how to challenge children further, to follow their own ideas. They make sure they give children time to think about what they want to say, and put their thoughts into words.

- Staff skilfully use stories with children to develop their interest and enjoyment for books and reading. For example, babies explore a sensory caterpillar, made up of cooked spaghetti and materials, to link with a favourite story. Children and babies delight in singing and hearing songs and rhymes throughout their play.
- Although mathematical development is a key focus in the curriculum, staff sometimes miss opportunities to promote children's mathematical concepts. For instance, children counting apple prints with ease are not challenged further to add or take away numbers, or to count to bigger numbers.
- Staff encourage children to learn to dress and undress, zip up their own coats and toilet independently. However, at times, staff miss chances to allow children to do things for themselves and learn new skills. For example, during mealtimes, staff open yoghurts, packets and lids. They cut up bananas and meat products. This does not support children to gain skills they will need as they move on to school.
- The provider and manager work exceptionally well together, knowing and complementing each other's strengths. They carry out regular peer observations and staff supervision sessions, ensuring that they have time to discuss staff's future training and well-being. Staff currently observe each other's interactions with children even more, to find even better ways of working. This is having a positive impact on children's confidence and learning.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a secure understanding of the key indicators of child abuse. Staff are aware of what to do if a child protection concern is raised. They know about the role of outside agencies, such as the local authority designated officer, if an allegation is made against a member of staff. All have a good understanding about the wider aspects of safeguarding. Examples include what signs to be aware of, if there is risk to children from extreme views and behaviours. The provider uses robust recruitment processes to ensure staff are suitable 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:

- make better use of opportunities to develop all children's mathematical knowledge and understanding of mathematical concepts
- extend opportunities for children to do even more things for themselves, to help gain new skills and develop their independence.

Setting details

Unique reference number	2536874
Local authority	Redcar and Cleveland
Inspection number	10213202
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 8
Total number of places	48
Number of children on roll	35
Name of registered person	Little Buddies Childcare Ltd
Registered person unique reference number	2536873
Telephone number	01287 200072
Date of previous inspection	13 October 2021

Information about this early years setting

Little Buddies @ Bow Street registered in 2019 and is located in Guisborough. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including the manager, and one holds a qualification at level 6. The nursery opens all year round from 7am to 6.30pm, Monday to Friday. It provides wraparound care for local schools, and offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector carried out a learning walk and discussed the curriculum intentions and activities for children's development.
- The inspector carried out two joint observations with the manager.
- The inspector observed the quality of education during activities to assess the impact on children's learning.
- The inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspector held a meeting with the provider and manager to discuss leadership and management of the setting. The inspector looked at a selection of documents, and checked evidence of the suitability of staff working with children.

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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