

# Inspection of Best Friends Day Nurseries Ltd

28 Tuffley Lane, Tuffley, GLOUCESTER GL4 0DU

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Inspection date: 4 January 2023

<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 arrive eager and ready to learn. Staff welcome children and parents warmly at the door. They exchange information with parents to make sure they are aware of any changes and to support the children's care and learning.

The manager and staff work with parents and others to make sure they plan the curriculum to meet children's needs. They quickly identify when children may need support to learn and develop. All children, including those with special educational needs and/or disabilities, make good progress.

Babies love exploring the different toys and resources. They hold out toy animals and copy words and sounds as staff tell them the name of the animal and the sound it makes. Toddlers develop their physical skills outdoors. They throw and catch balls and go confidently up the steps of the climbing frame. Pre-school children seek out the letters in their name. They hold their name card and search round the room to find the correct picture card with the matching letters.

Staff help older children with moving on to school. They arrange visits to schools or invite teachers into the setting to meet the children before they move on. They help children's self-care skills by including specific activities such as changing clothes to do physical activities. Children gain good skills that prepare them well for their future learning.

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

- Staff focus on communication and personal development to help children interact with others. They make sure that they find out words in home languages and use signs, gestures and facial expressions to help children understand and talk with others. They use photos showing different emotions to help children explain how they are feeling. Children gain confidence talking and expressing their needs.
- Staff are embedding the changes to the curriculum and planning. Key persons know children well. They talk confidently about what children know and can do and what they need to learn next. However, this information is not shared effectively with other staff to make sure that planned activities and learning support children as well as they could.
- Children can make choices about what they want to do. In the baby room, children enjoy exploring pasta shapes. They use different tools to scoop the pasta up and put it into containers. Staff clap hands and praise children's efforts. Toddlers enjoy completing puzzles with staff. They listen well and turn pieces around to fit them into the correct places. They smile when staff tell them they have done well. Older children talk about colours, shapes and size as they use

hammers and pins to attach shapes to cork boards. Children expand on ideas and recall previous learning as they talk about the shapes looking like the moon that comes out at night-time.

- Staff help children to work out solutions and offer suggestions for things they can do to help. For example, at tidy-up time, staff offer stickers as a reward for helping put the toys away. Children proudly show them off to others. However, when there are changes in the routine, staff are often busy with other tasks, such as putting food into containers for children to serve themselves or cleaning up after mealtimes. Younger children go off to play but struggle to engage well in activities and staff miss when there are disagreements.
- Good use of the local community and visitors to the nursery helps children learn about themselves and the wider world. Children visit the local library to choose books that they can read in the nursery with friends and staff. They go on walks to the nearby park and notice the changes that happen with the different seasons. Staff encourage visits from parents and others as well. Recently, the local vicar came to play his guitar and sing songs with the children. Parents brought in pets from home to talk about with the children and other parents come in to read stories in home languages.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of their role in keeping children safe. They can recognise potential signs and symptoms of abuse that may put a child at risk of harm. They know how to record concerns if they are worried about the well-being or welfare of children. Managers support staff by making sure they have up-to-date training on procedures for referring concerns, including if there are allegations against staff. They amend policies to ensure they meet the local safeguarding partnership guidance. Managers have good systems for recruiting new staff to ensure their 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:**

- make sure staff share planning for what children need to learn next better, to ensure children are continually able to build on what they know and can do
- improve the way that staff organise routine changes during the day to make sure that younger children know what is happening and still receive the support they need to engage well in activities.

## Setting details

<b>Unique reference number</b>	EY483444
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10269811
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	49
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Best Friends Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP534130
<b>Telephone number</b>	01452 384921
<b>Date of previous inspection</b>	23 August 2017

## Information about this early years setting

Best Friends Day Nurseries Ltd registered in 2014. The nursery is located in Gloucester. It offers care Monday to Friday from 7.45am to 5.30pm all year round. The nursery employs ten members of staff who work with the children. Of these, one holds early years professional status, one holds an appropriate childcare qualification at level 4, five hold appropriate childcare qualifications at level 3 and one holds an appropriate childcare qualification at level 2. The nursery is in receipt of funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Anita McKelvey

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- 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 carried out a joint observation of a group activity for the older children with the manager.
- The inspector spoke to several 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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