

# Inspection of Buddies Nursery

1 Newton Cap Bank, Bishop Auckland, County Durham DL14 7PX

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Inspection date: 3 May 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 thoroughly enjoy their time at this welcoming nursery. The manager has a clear intent for what she wants children to learn and shares this effectively across the team. This gives children the knowledge and skills they need for future learning. Children are happy, safe and have a strong sense of belonging. They have close relationships with staff. Babies climb onto the laps of staff for a cuddle. They smile and snuggle closely to share books. Older children hold the hands of visitors to lead them to an area they want to share. They ask them where they are going if they move away.

Staff meet the individual needs of children very well. For example, staff ensure that babies' home routines are followed exceptionally well. They play familiar sounds, such as white noise, in the background, which helps babies to settle in their cots. Staff have high expectations for children's behaviour, and children behave well. They understand the rules of the setting and enjoy taking part in many routine activities, such as tidy-up time. Staff remind children of the rules and why they are necessary. For example, a member of staff asks older children at snack time why they must not walk around when eating, and children say 'in case we choke'.

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

- Staff use their detailed knowledge of children to plan the curriculum so that it is linked to children's interests. For instance, children's fascination with worms has led to them building a wormery. This helps to enhance children's understanding of the world around them.
- Staff provide children with enjoyable opportunities to make marks and develop early literacy skills. For example, young children use brushes to draw circles and lines with water on the wall. Older children write the letters of their name and notice print in the environment.
- Staff are attentive and spend a lot of time talking to children. However, they do not consistently extend children's vocabulary when they play or during routines. For example, on occasion, staff do not introduce new vocabulary or different words that have the same meaning into children's language.
- Staff support children's physical development well. For example, older children relish their 'daily mile' walk with staff. Younger children show great excitement as they join in with action songs, pretending to be 'sleeping bunnies' before they jump up to hop around. However, plans to further develop the outdoor learning area are yet to be implemented to fully support children under the age of two.
- Children have nutritious food and snacks provided by staff. Staff encourage children to stay hydrated. For example, they act as good role models by regularly drinking their own water. They set regular alarms throughout the day to signal to children that it is time to drink some water.

- Staff teach children how to manage their own personal safety. For example, children know why they need to wear high-visibility vests on outings. They walk calmly and understand how to cross roads safely.
- Staff support children's independence skills well. For example, older children find tissues, put them in the bin and wash their hands with little prompting. Children are keen to help with small tasks, such as setting the table at lunchtime. This helps to support their readiness for school.
- The manager, who is also the special educational needs coordinator (SENCo), knows children well. She ensures that she uses any funding effectively to help children make good progress. Staff identify any concerns about children's learning swiftly. They liaise with a range of professionals as appropriate.
- Parent partnerships are strong. Although parents no longer enter the setting since the COVID-19 pandemic, they still feel very well informed about their children's progress. They comment on the positive communication they receive from staff. They have access to an online app. This helps them to understand their children's next steps in learning.
- Staff attend a range of training to strengthen their practice. For example, staff working with children aged under two years have attended training on safer sleeping and have reflected and adapted their practice as a result of this.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and suitable. Staff are deployed well, and they supervise children with vigilance. Leaders ensure that staff keep their child protection knowledge up to date. Staff know the referral procedure and understand the steps to follow if there are concerns about a colleague or child. Managers and staff carry out ongoing risk assessments of the premises, equipment and while using public areas. Staff teach children how to keep children safe while playing outdoors or while out on trips. Recruitment processes are robust, and all staff have stringent checks to ensure that they 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:**

- extend children's communication skills even further by helping them to learn new vocabulary
- extend the learning opportunities outdoors to fully support children under the age of two.

## Setting details

<b>Unique reference number</b>	EY541824
<b>Local authority</b>	Durham
<b>Inspection number</b>	10280585
<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 11
<b>Total number of places</b>	49
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Buddies Nursery Limited
<b>Registered person unique reference number</b>	RP541823
<b>Telephone number</b>	01388607670
<b>Date of previous inspection</b>	29 August 2017

## Information about this early years setting

Buddies Nursery registered in 2017. The nursery employs 10 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 3 or above, including two staff who hold an appropriate qualification at level 5. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Claire Budge

## 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the nursery.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 with the manager.
- Parents shared their views of the nursery with the inspector.
- 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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