

Inspection of Buddies Pre School

Scout Association, 2nd Collier Row, Worthington Hall, Collier Row Road, ROMFORD
RM5 2BE

Inspection date: 19 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Staff create a familiar routine for all children. They plan opportunities for children to sit together as they read stories and sing a song about the months of the year. Children know what to expect from their day at the pre-school. They feel safe and secure and show high levels of happiness. Staff have very warm relationships with children, who they know well. They take time to listen to children and celebrate their achievements. Staff praise children for following their instructions and listening well. Children understand the expectations of them. They are motivated listeners, who behave well.

Staff help children to learn a variety of skills. They challenge children by extending what they already know and can do. Staff develop children's physical skills. They show children how to use scissors, to balance on beams and to crush ice using hammers. Children try hard, persevering even when they experience setbacks. Children understand that they are learning and are excited to show what they can do. When children experience challenge, they try hard. Staff create a relaxed atmosphere where children know it is okay to try again. Staff consciously praise children's efforts and recognise their hard work. Children brim with confidence and pride.

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

- All staff know individual children very well. They demonstrate a strong understanding of what each child already knows and can do. This helps staff to plan a curriculum that is personalised to meet the learning needs of individual children. All children are very well prepared for the next stage of their education.
- The manager creates a setting that is very inclusive. Staff have a strong understanding of the additional support that some children may need with their learning. Children with special educational needs and/or disabilities receive the help they need to access all the activities with confidence. All children reach their developmental milestones.
- Staff plan a range of focused activities that children enjoy. However, on occasion, staff do not adapt their practice when children lose focus. This means that not all children are fully able to develop their concentration in group activities.
- Staff are highly skilled at teaching children new language. For example, when staff read to children, they teach key comprehension skills. They ask open-ended questions and show children how to find the answer within the text. Children understand the meanings of new words in different contexts.
- Staff understand that some children need support to self-select activities and join in. However, at times, staff do not use enough strategies to support children to choose an activity they enjoy and can focus on. On occasion, not all children

are able to fully practise and develop their knowledge and skills.

- Staff teach children to be highly independent. They teach children to choose their snack and fill their own bowls with cereals and milk. Children wash their hands and clean themselves up after eating. They feel competent and learn to take care of themselves.
- Parents are very happy with the care that their children receive. They report that their children make significant progress across a range of areas of learning. Parents say that they receive regular updates about what their children know and can do. This helps them to extend their children's learning at home.
- Staff work very effectively with a wide range of external experts. When children need additional help with their learning, staff work together with experts. All children receive the education to which they are entitled.
- The manager is reflective of her practice. She plans opportunities for staff to share good practice through peer-to-peer observations. The manager organises training to specifically support individual children where required. Staff are confident that their teaching skills continue to improve over time.
- Staff teach children about respect for other people. They plan opportunities for children to learn about people who are different from themselves. Children are sensitive to the feelings of others. They learn to be kind and respectful as they recognise differences between people.

Safeguarding

The arrangements for safeguarding are effective.

The manager creates policies and procedures that ensure the safety of children. She effectively shares these with staff and checks their understanding. Staff have a strong understanding of the safeguarding issues that may affect children in their care. They know how to report their concerns to their local safeguarding partnership. Staff regularly attend training to keep their knowledge and skills up to date. Staff know what action to take in the event of an allegation being made against an adult. Staff regularly conduct risk assessments of the pre-school to help children to stay safe.

What does the setting need to do to improve?

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

- support staff to adapt focused activities to support all children to be deeply engaged in their learning
- build on existing good practice to strengthen opportunities for all children to select their own activities and join in.

Setting details

Unique reference number	EY458064
Local authority	Havering
Inspection number	10301135
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	2 to 4
Total number of places	26
Number of children on roll	21
Name of registered person	Buddies Pre School Limited
Registered person unique reference number	RP532286
Telephone number	07963722792
Date of previous inspection	15 January 2018

Information about this early years setting

Buddies Pre School registered in 2013. It operates from a hall in Collier Row, in the London Borough of Havering. The pre-school employs five members of staff, three of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, during term time. Sessions are from 9am until 3pm. The pre-school accepts funding to provide early education for two, three and four year old children.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the setting.
- The inspector viewed the pre-school and discussed the safety and suitability of the premises.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector spoke to children, to find out about their time at the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents and grandparents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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