

# Bestfriends Childcare Centre Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY300900
<b>Inspection date</b>	02/12/2008
<b>Inspector</b>	Anneliese Fox-Jones
<b>Setting address</b>	London Colney Village Club, St. Annes Road, London Colney, St. Albans, Hertfordshire, AL2 1NX
<b>Telephone number</b>	01727 828059 or 01727 828058
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Best Friends Childcare Centre opened in 2005 and operates from a purpose built building. It is situated in London Colney, near St Albans, Hertfordshire. The building is easily accessible by means of a wide path and double doors. The accommodation is on one level and is separated into two areas; for children under two years and those over two years. They have access to a spacious play area. Within this area is a small kitchen and children's and staff cloakroom facilities. A maximum of 24 children in the early years age range may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 all year round. All children share access to an enclosed outdoor play area.

There are currently 40 children attending who are within the Early Years Foundation Stage(EYFS). Children mostly attend from the local area. The nursery currently supports children who speak English as an additional language and children with learning difficulties and/or disabilities.

The nursery employs ten staff. Eight of the staff, including the manager hold appropriate Early Years qualifications. Two staff are working towards Level two early years qualifications and two staff are working towards further Level three qualifications. The Manager is working towards a Foundation Degree in the Early Years Foundation Stage.

## Overall effectiveness of the early years provision

Staff provide a welcoming environment and positive atmosphere where children are happy, settled and well behaved. The proprietor deploys her staff effectively enabling them to support children in a variety of ways. She works effectively with her senior members of staff and together the team work closely with parents and other professionals in order to meet the individual needs of all children. There are many good procedures in place to promote children's welfare, although, systems and procedures for assessing individual bed linen are ineffective in promoting good hygiene. The setting makes some use of self-evaluation, however, systems are not yet sufficiently robust to ensure that all gaps in the provision are identified.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- promote the good health of children and take necessary measures to prevent the spread of infection, this refers to separate bedding for each sleeping child
- plan outdoor activities that offer physical challenge and provide equipment and resources that are freely accessible, challenging and interesting and can be used in a variety of ways, or to support specific skills
- monitor and evaluate to encourage reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development.

## **The leadership and management of the early years provision**

All the necessary policies and procedures are in place and an effective system of checks ensures that all staff are suitably qualified and vetted. The documentation is well organised and the information about the setting is clearly set out. The proprietor informally monitors the nursery provision in discussion with staff. However, the system of self-evaluation is not fully effective in involving staff, parents and children and identifying strengths and areas for improvement. Most previous recommendations have been addressed and action taken has generally been sufficient. Children have choices and opportunities to express what they enjoy playing with. There is a new system of planning, assessment and key focussed activities to help monitor children's progress and parents' are encouraged to support their children's learning and development through quality information.

There are effective safeguarding procedures in place. Staff know what to do if they have any concerns. They supervise children closely and have effective procedures regarding the collection of children at the end of their session. Staff work closely with parents and carers. Staff involve parents in their children's learning through the information displayed, newsletters, parents evenings, daily communication and inviting them to have hands on experiences at the activities their children complete in the nursery. Parents demonstrate that they are happy with the setting as they praise the staff for making their children feel at ease quickly. The nursery promotes inclusion well by providing equal chances for all children. Children with learning difficulties and/or disabilities are fully included and positively welcomed into the setting.

## **The quality and standards of the early years provision**

The nursery promotes children's learning and development well. The learning environment is effectively organised and encourages purposeful play and exploration with an appropriate balance of adult-led and child-led activities. However, the organisation of the outdoor environment does not fully extend from the indoor environment or enable older children to be challenged or refine existing skills in a variety of interesting ways. The staff team provide a welcoming environment for children, they are on hand to assist when needed, for example, helping children with dressing-up clothes when asked. Children explore as freely, as they can, and with interest, playing independently and in groups, thereby developing good relationships with their peers. They particularly enjoy opportunities to be creative using a variety of different materials, such as, paints, glue and glitter. Children are aware of their boundaries within the setting and generally behave appropriately. Smiley stickers and certificates are used to reinforce positive behaviour. Staff are consistent and firm when dealing with inappropriate behaviour. Staff are caring and provide support, and they join in with their play. Children are curious and ask questions. They are eager to participate in activities on offer and demonstrate developing concentration skills. Babies are generally well supported. They are at ease in a calm environment where staff respond promptly to the children's individual needs.

Staff know the children's needs well and use this knowledge to prepare appropriate activities for their key groups. Planning takes account of the six areas of learning and a new system of observations and assessments are in the early stages of fruition in order to plan the next stages in children's learning and development. Children are encouraged to develop an understanding of the wider world and their community by learning about each others religious festivals and by having access to resources which promote positive images of diversity. Children's sense of self is underpinned by the good partnership the nursery builds with parents. Parents are given frequent and updated information about the nursery's policies and procedures. In addition, daily conversation, activity feedback sheets for the younger children, social events, newsletters, parents evenings and the individual children's profiles all contribute to the wealth of information parents receive about their children's care and development.

Staff promote children's welfare appropriately through encouraging an awareness of personal safety and suitable hygiene. Children enjoy healthy snacks each day and freshly cooked meals on the premises. Children of all ages relish mealtimes. They sit eagerly at the tables and wait patiently. Staff ensure that all dietary needs are met appropriately. At times their independence is promoted as older children help to give out bowls of fruit and lay the table for lunch. Children have regular opportunities for fresh air and physical exercise. Good use is made of the local community as children visit the park, farm, duck pond and shops. For example, children enjoy a planned bus trip to the supermarket to buy some fruit. Children's safety needs are met. Staff are aware of safety issues and put in place safety measures to avoid dangerous situations and minimise risks. For example, they practise fire evacuations with children. They plan topics around 'people who help us', which include visits from local fire fighters, police officers, and nurses to the setting, to talk to the children.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There has been one complaint made to Ofsted since the last inspection that required the provider to take action. In July 2007 concerns were raised regarding administering medication and the procedures for children with dietary requirements. These relate to safeguarding and promoting children's welfare. Ofsted conducted an unannounced visit and set actions: to ensure a clear policy is understood by staff regarding the administration of medication, also to demonstrate how food provided for children complies with dietary requirements and to ensure that Ofsted are informed of any significant events. The provider reviewed procedures and systems in place and carried out their own further investigations to improve the quality of provision for all children.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.