

Inspection of Little Buddies @ Bow Street

24 Bow Street, Guisborough, Yorkshire TS14 6BP

Inspection date:

13 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The majority of children are happy and keen to join in with the experiences on offer. The provider and staff team have worked hard to develop and improve the nursery, particularly in regard to the environment and accessible resources. Children make choices about their learning and begin to develop their independence. Babies develop good physical skills and benefit from 'tummy time' on water play mats. Staff encourage babies to reach for toys and praise them for their attempts to crawl. Older children select activities to further develop their mathematical skills and build foundations for future learning. However, staff's expectations are inconsistent and their teaching does not consistently engage and motivate all children to learn.

Children are kept safe in the nursery and staff meet their care needs, overall. For example, staff spend one-to-one time with some children, who are newer to the nursery and provide comfort items. Despite this, staff do not plan settling-in periods as carefully as possible. Some children take extended lengths of time to settle and do not engage in experiences from the start. Currently, parents are not encouraged to come into the nursery unless this is essential, due to the COVID-19 (coronavirus) pandemic. Children are greeted by staff at the main entrance and staff gather information from parents at the door to determine children's individual care needs.

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

- The manager and provider have worked tirelessly with the staff team to provide a clean, safe and interesting environment for children. They identify some areas for further development, such as staff's teaching. The manager and provider show determination to make continual improvements. Staff have already accessed a range of professional development opportunities regarding safety. In addition, they have started working on a training programme to develop the quality of education further.
- Staff's teaching is variable and the curriculum is inconsistent. However, children develop good physical skills throughout the nursery. Young children begin to use the toilet and are keen to take an active part in their own self-care. They thread beads onto strings and develop the correct grip to prepare for early writing skills. Although staff have identified children who have gaps in their communication and language, they miss opportunities to further develop and extend children's vocabulary. For example, staff ask questions which do not consistently encourage children to use sentences or put two words together.
- Staff help older children to prepare for the next stages in their learning. For example, they read stories about other children who have started school nursery and talk to them about their new teacher. This has a positive impact on

children's emotional well-being and they show excitement to move on. Staff encourage children to work together as a team and provide small-group activities to develop their social skills. However, staff do not use consistent strategies to teach children how to regulate their behaviour, and occasionally, children who are less confident are not included in activities.

- Overall, staff use the information they gather from parents to meet children's care needs. For instance, they try to mirror babies routines from home, such as sleep and bottle-feeding times. Staff have good bonds with children and have established good relationships with their families. They pass on relevant information to promote continuity of care. However, some children remain unsettled for long periods of time and, although, staff provide dummies and cuddles, they are unsure of how to support children to settle, so that children can play and explore.
- Children learn about the importance of being healthy and making healthy choices. They wash their hands thoroughly at mealtimes and staff talk to them about germs after they have used the toilet. Children bring nutritious packed lunches for mealtimes and benefit from fresh air each day in the nursery garden. Staff promote good oral hygiene and provide toothbrushing activities for children to enjoy.
- The manager and staff team maintain good partnerships with other professionals, who work with children. For example, they work alongside the Portage team to support children with special educational needs and/or disabilities. This has helped staff to develop individual targets to work on with children. In addition, staff have accessed support from the early years officer within the local authority.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough knowledge and understanding of their responsibilities to keep children safe. They know how to identify, record and report concerns about children's welfare. Staff can identify the clear procedures to follow if they have concerns about other staff's conduct. The manager and provider prioritise child protection training for staff. They ensure that policies contain the most up-to-date information around broader safeguarding concerns, such as county lines. The provider follows safer recruitment procedures to recruit new staff and regularly checks staff's suitability through Disclosure and Barring Service check updates. The manager shares clear procedures and guidance in relation to the COVID-19 pandemic to help keep staff and families safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve staff's teaching in order for them to provide consistently high-quality learning experiences, which help all children to engage and make good progress	12/04/2022
develop effective ways for staff to promote children's personal, social and emotional development, particularly in relation to consistent behaviour management strategies and settling-in procedures.	12/04/2022

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

- embed and reflect on programmes for staff's professional development, to help them develop their skills and confidence.

Setting details

Unique reference number	2536874
Local authority	Redcar and Cleveland
Inspection number	10208597
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	45
Name of registered person	Little Buddies Childcare Ltd
Registered person unique reference number	2536873
Telephone number	01287 200072
Date of previous inspection	Not applicable

Information about this early years setting

Little Buddies @ Bow Street registered in 2019. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualification 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 places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- Two joint observations were completed by the manager and inspector indoors, during planned activities.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children. The inspector discussed children's learning and development with the staff team and nursery manager.
- The inspector spoke to parents and obtained verbal feedback for the inspection.

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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