

# Best Friends Childcare Centre Ltd



London Colney Village Club, St. Annes Road, London Colney, St. Albans, Hertfordshire, AL2 1NX

**Inspection date** 14 December 2017  
Previous inspection date 9 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children rapidly build close bonds with their key person and the other staff at the nursery. They are provided with individual settling-in sessions that meet their needs. Children are happy and demonstrate they feel safe and secure.
- Staff have built very effective partnerships with parents. They frequently share the assessments of children's achievements and progress with parents. Staff provide ideas that parents can use at home to further their children's learning.
- Children behave well. Staff provide consistent and clear messages that support children's understanding. They teach the children about sharing and taking turns during games and activities. Older children quickly learn how to negotiate and share toys with each other.
- Children have many opportunities to practise their early writing skills. They join dots together to form letters of the alphabet. Children eagerly practise writing letters by themselves to form their names. They enjoy naming words that begin with each letter of the alphabet.

### It is not yet outstanding because:

- During mealtimes, children sometimes have to wait for an extended period of time before they receive their food ready to start eating.
- Staff complete thorough assessments of children's progress. However, they do not always make the best use of this information to target specific next steps in learning for the younger children, to support them to make even more rapid progress.

## What the setting needs to do to improve further

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

- review the organisation of routines to minimise the time children have to wait
- make better use of the information gained from assessments to provide younger children with more specific next steps in their learning to enable them to make even more rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and training manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of the signs and symptoms to be aware of. They know the procedures to follow and who to contact with any such concerns. The management team regularly seeks the views of parents and children. They use their valued opinions, along with staff's thoughts when identifying and setting targets and areas for improvement. Staff frequently review the assessments of children's learning and achievements. This helps them to rapidly identify when children need further support to help them make continued good progress. The management team has implemented a good system of staff supervision. Targets are reviewed regularly and together they identify training that can further support staffs skills and development. Staff work in good partnership with other settings that children attend, they share the children's records of development, which helps to support their continuity of care.

### Quality of teaching, learning and assessment is good

When children first start, parents share detailed information about what their children are already able to do. This helps staff along with their own observations to identify where children are in their development. Younger children enjoy exploring a variety of materials that relate to the cold weather. For example, they babble and squeal with delight as they hold ice and squash foam between their hands. During story sessions, children are encouraged to predict what may happen next and talk about what they see in the pictures. Children's mathematical development is supported by staff. For example, they encourage children to count how many jewels they stick on their stars. Staff challenge them to guess how many blue jewels they have used and encourage children to count how many they have used.

### Personal development, behaviour and welfare are good

Children are provided with daily opportunities for fresh air and exercise. They enjoy riding push-along bicycles and walking along the balancing beam. This helps to support their physical development. Staff promote children's good manners and hygiene practices. For example, they remind children to wash their hands after blowing their nose and say 'please' and 'thank you'. Children's independence is supported by staff. For example, they help to tidy away toys and put on their own shoes and coats. Staff provide praise and encouragement which helps promote and raise children's sense of self-esteem. Children take part in activities about different festivals and events. This helps them to learn about the differences and similarities between each other.

### Outcomes for children are good

Children make good progress in their learning and development. They eagerly participate in the wide range of challenging activities that is provided. Children quickly learn the skills ready for their next stage in their learning and for their move on to school. They explore a range of musical instruments and children enjoy shaking and playing their instruments high and low. They enjoy exploring the different sounds that they make.

## Setting details

<b>Unique reference number</b>	EY300900
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1104307
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Best Friends Childcare Centre Ltd
<b>Registered person unique reference number</b>	RP911085
<b>Date of previous inspection</b>	9 July 2014
<b>Telephone number</b>	01727828058

Best Friends Childcare Centre Ltd registered in 2005. The nursery employs seven members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The owner holds an early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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