

Buddies Out of School Club

Inspection report for early years provision

Unique reference number

EY373429

Inspection date

08/01/2009

Inspector

Michele Crichton

Setting address

Sunnyfields Primary School, Roses Crescent, Scawthorpe,
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Type of setting

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Buddies Out Of School club is one of two privately owned out of school clubs. It is situated on the campus of Sunnyfields Primary school. The children have the use of the school dining area, hall and associated facilities. There is an outside play area. The club offers care to 32 children aged from three to eight years. The club also offers care for children over the age of eight. Currently, there are 26 children on roll, four of whom belong to the Early Years Foundation Stage. The setting is open Monday to Friday 07.30 until 08.55 and 15.25 to 17.45 term time. During school holidays the club is open 07.30 to 17.45. All six staff working with the children hold relevant childcare qualifications.

Overall effectiveness of the early years provision

Attention to personal and individual welfare and enjoyment is of great importance in this well run, highly inclusive setting. Staff have extremely good relationships with both children and their parents. Children thoroughly enjoy their time and are happy and well cared for. Staff's knowledge of the new Early Years Foundation Stage (EYFS) framework and requirements for monitoring children's progress is at an early stage of development. They see this as a positive opportunity to further good communication with parents. Strong leadership and management demonstrate a good capacity for continuous improvement within the setting.

What steps need to be taken to improve provision further?

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

- continue to develop staff's knowledge and understanding of the Early Years Foundation stage to further promote children's learning across all areas
- formally develop all appropriate documentation to demonstrate children's progress and celebrate the wide variety of good practices and enriching experiences the setting provides.

The leadership and management of the early years provision

The setting is well organised and managed by a knowledgeable and diligent manager, supported by an enthusiastic staff. Self-evaluation is a continuous feature. It is now developing into a more formal documented system and identifying future areas for development in a more systematic way.

The club has a very good relationship with parents, who receive information about its policies, procedures and activities through regular newsletters and an information board but less about how their children are being extended further at the club. Parents are full of praise for the staff and confided that 'it's sometimes very difficult to take children home, they just want to stay'.

Children's achievements in all areas of learning are beginning to be monitored as staff become more familiar with the new EYFS framework. Although a key worker system is in place and the staff's good knowledge of the children helps with their observations, formal planning and recording is currently at an early stage.

Additionally, opportunities are missed to relay the good provision that is made to parents in a manageable, documented form. To ensure safety, there are rigorous and comprehensive policies and procedures in place. These are known by all staff who keep to them diligently. All staff also undergo full checks to ensure they are suitable to be employed to work with children. Regular risk assessments are conducted to make certain the premises are safe and secure.

To maintain the good quality of provision, staff take full advantage of training courses offered. There are also formal procedures to regularly appraise the performance of staff and guide them in developing their individual skills and knowledge.

The quality and standards of the early years provision

Buddies makes good provision for children in the early years age group both before and after school. There is very good support for children with learning difficulties and disabilities because all staff have a positive and inclusive ethos and work hard to meet the needs of individual children. The good range of toys and games to support the engaging activities indoors and outside enables children to enjoy their time at the club.

Children can initiate their own activities and frequently ask for additional materials, board games, toys or resources from a well-stocked and interesting resource base. Specifically bought dolls, books, posters and other materials are used well to reflect physical diversity or multicultural life and contribute positively to discussion and the exceptionally inclusive nature of the setting.

Children have access to both quiet activities and more vigorous play, both inside and outside. Personal, social and emotional development and creative development are particularly good features. Tents and costumes are brought out to play, for example, 'hunt the bear' which develops co-operation, language and social skills whilst children have fun. Art and craft activities develop imagination and creativity, with children working on projects over a series of sessions.

Children's views are sought on a range of issues, developing their independence and confidence. A suggestion box is in place for comments on the activities they have. The use of computers is always a regular request. All children take turns to make decisions about the menu for the week ahead and this promotes healthy lifestyles. Water is available throughout the sessions and posters and activities encourage children to make good eating choices. Systems are in place to promote a high standard of hygiene. Staff ensure that all areas of the premises are clean at all times, but especially before and after meals and at the end of the session. When the weather and light allow, the children are taken outdoors to play during the winter time. In the summer, much use is made of the large grassy areas and the enclosed wooded area on site. Then treasure hunts, clown races and specialist

sport provision contribute much to children's skill development, learning and enjoyment.

Children are well looked after and the setting is secure which makes children feel safe. They are helped to take responsibility for their own safety and a good system is in place to ensure that staff know where they are at all times. Adults are very approachable and children can readily talk to them. Conversations naturally flow which supports children's speaking and listening skills. The strong social nature of the setting and interactions with others, including older children, help children prepare for their future lives.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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 have been no complaints made to Ofsted since the last inspection.

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.