

Buddies

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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 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.

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Description of the setting

Buddies out of school club opened in 2002. It is registered on the Early Years Register, and the compulsory and voluntary Childcare Registers, and it is managed by an individual provider. It operates from the main school hall and has use of facilities within Sacred Heart Primary School, in the Hindley Green area of Wigan. The club serves the families using the school. Buddies are registered to care for 32 children, and currently have 60 children aged from four years old on roll. Children attend for a variety of sessions. The club currently supports a number of children with special educational needs and/or disabilities. Nine children are within the Early Years Foundation Stage (EYFS). Buddies open's five days a week during term time only. The breakfast club operates from 7.30am until 9am, and the after school club from 3.30pm until 6pm. There are five staff including the manager employed to work with the children. All of the staff hold National Vocational Qualifications to level two or three. The setting receives training support from Wigan Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Buddies Out of School Club is very effective in meeting the needs of children, including those in the EYFS. The outstanding leadership and management ensures that high standards are demonstrated across all areas, and that all children are fully integrated in to the provision. Overall, planning to improve the effectiveness of the provision and improve the outcomes for all children is good. Children feel safe in this very well organised and welcoming setting. The staff are effective deployed and support the children well. Effective action has been taken to address the area for improvement from the last inspection, and the setting have excellent capacity to make further improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- monitor and review the planning of the provision to ensure its continued effectiveness.

The effectiveness of leadership and management of the early years provision

The accommodation is appropriate and provides a welcoming and safe environment. The provision is extremely well organised, and the deployment of staff is very effective to ensure outstanding support for the children.

All staff know the children well. They update their skills and knowledge on a regular basis, and very effective systems are in place to ensure that all staff know

the setting's current policies and procedures.

The setting provides resources and arranges themed based activities for all children to learn about and develop their understanding of other communities and cultures. For example, the Indian food tasting activity also included the children dressing up in Indian style clothes, and for Chinese New Year, Chinese lanterns are made and Chinese food is tasted. Both of these activities helped to develop the children's knowledge and understanding of the world in which we live.

The setting has all relevant policies and procedures in place for safeguarding children. Records show that regular fire or emergency evacuation drills are carried out both in the before school and after school sessions. The setting also manages any incidents well and maintains an incident log, and relevant information is passed to the child's parent or carer and school class teacher as appropriate.

A good self-evaluation scheme involving all staff, parents, the school staff, and the children ensures that all have the opportunity to contribute to the continuing success of the setting. Comments made on the self-evaluation show that parents are very happy with the regular communication between the school and Buddies. Comments from children include 'I love Buddies because they care about us', and 'Staff are really helpful'. Discussions with parents showed that they are very happy with the provision. They also state that they receive regular written feedback about their child's progress.

The setting has very strong links with the school, and staff regularly respond to requests made by the school staff. For example, complementing the work of the teaching assistant by enhancing a child's problem solving, reasoning and numeracy understanding hearing a child read on the request of the class teacher. This is then recorded in the child's school reading diary to support continuity of learning. The setting has established links with 'feeder' nursery provisions and, where possible, receives transition records from them.

The Registered Person has established very effective links with the local authority in Wigan. The provision is currently following the guidance and working towards achieving accreditation of the Wigan Quality Standard for Out of School clubs. This demonstrates the setting's further commitment to continuous improvement.

The quality and standards of the early years provision and outcomes for children

Although the effectiveness of the planning of the provision has not been monitored in the long term, the setting caters extremely well for the children's learning and development. Children make choices about their learning by selecting from an appropriate and wide range of resources in this well organised setting. The children make very good progress and demonstrate a sense of achievement. They are fully engaged in a range of different activities during the session, and through these they have the opportunity to develop their literacy, numeracy and information and communication technology skills. The children have access to a desktop computer, a laptop computer and a computer games console. The setting

organises a rota to use this equipment, which the children sign up for, thereby ensuring that their time on them is controlled and giving the children a good sense of responsibility. Some children are also developing their creative skills by drawing pictures of Halloween objects, such as ghosts, bats, pumpkins and witches hats. The children are very well supported in their activities by the staff. Towards the end of the session, children clear away all the resources that they have used thus enhancing their sense of responsibility and independence.

Discussions with the children showed that they enjoy their time in the setting. The children are confident and communicate well with staff and with each other. They demonstrated that they are able to work, both independently or together, and they are fully involved in a range of activities throughout the session. They support each other when necessary thus showing a development of positive relationships.

The setting has clear and effective systems in place to monitor and record the achievement and progress of children in the EYFS. Parents receive regular written reports on their child's progress. Staff discuss children's achievements and progress with the school's EYFS co-ordinator.

Staff listen to and respond to the children enhancing the children's feelings of belonging. For example, in response to children saying that they wanted a dog for Christmas, the setting now sponsors a dog through the Dogs Trust. The setting also has termly meetings with the children, where the children can give their views on Buddies and make requests or suggestions. For example, the children make suggestions for the food or teatime snacks and requests have included more food tasting activities. The notes from these meetings are typed up by the children and copies made for all children. This gives the children an excellent sense that the club belongs to them, and allows them to take responsibility for changes and improvements.

Healthy eating is well promoted through the choices of snacks available. For example, the club provides a breakfast snack offering cereal, fresh fruit and fruit juice. At the after school setting they offer a sandwich, fresh fruit and fruit juice. Children have opportunities for outdoor play and physical activities on the school playground and playing field. These areas are normally used during the after school sessions and help to promote healthy lifestyles. Children are enthusiastic about outdoor play and when asked about this the children said that they played Rounders and Dodge Ball, but said that "Dodge Ball was the best!"

Children are very well cared for within the setting and feel safe. They are confident to confide their thoughts and news with the staff. At the end of the session the children gather in 'circle time' to share any important news they have, and to enhance their sense of belonging.

The children know the daily routines and are appropriately supervised at all times and respond very well to any instructions given by the staff. The behaviour of the children is exemplary and they move about the setting in a very orderly and calm manner. Relationships with the staff are superb.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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