

Buzz Kidz @ Cippenham

Inspection report for early years provision

Unique reference number EY398379
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Inspector Glenda Pownall

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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

Buzz Kidz @ Cippenham is privately owned and is one of four out of school provisions and one day nursery run by Buzz Kids Limited. It opened in 2009 and operates from one classroom with access to the school hall. It is situated in Western House Primary School in Cippenham on the outskirts of Slough town centre, Berkshire. A maximum of 16 children may attend the out of school club at any one time. The club is open each weekday from 3.00 pm to 6.00 pm term time only. All children share access to the secure enclosed outdoor play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 48 children aged from four to 11 years on roll. Of these, eight children are in the early years age group. Only children who attend Western House Primary School may attend the club. The club currently supports a number of children who speak English as an additional language. The club employs five staff. The manager and two staff hold appropriate early years qualifications. There are two staff working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff generally work well as a staff team providing children with a warm and inclusive environment where they can have fun with their friends. The behaviour of the children and friendliness towards each other are particular strengths of the setting. There are weaknesses in the provision of food and risk assessment which impact on children's health and safety. There is a positive attitude towards improvement and a particular area identified for development is children's physical play.

What steps need to be taken to improve provision further?

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

- ensure staff react to potential hazards to children's safety, for instance when maintenance work is being undertaken in the outdoor area, and alert children to the potential hazards
- review the organisation of food to ensure that the sandwiches provided are appetising and presented in a way that promotes the good health of children
- review the procedures in place to monitor children's departure to and arrival from after school activities to ensure children are fully safeguarded at these times
- ensure all staff are able to demonstrate their understanding of safeguarding children issues and how they implement the safeguarding children policy and procedure
- consider providing a comfy area for children who wish to relax

The effectiveness of leadership and management of the early years provision

There are appropriate child protection policies in place and the manager and the majority of staff are clear of the procedures to follow if concerned a child is at risk of abuse or neglect. However, not all staff are able to communicate their understanding of their responsibilities with regard to the safeguarding children policy. A risk assessment is undertaken and recorded on an annual basis to identify and reduce potential hazards to children's safety. However, staff are too reliant on the strength of the school's security and are not alert to potential hazards as they arise. For example, when maintenance tasks are being carried out in the vicinity of where children are playing. Staff know which children participate in after school activities before attending the club. However, there is no specific procedure in place for monitoring children's departure to and arrival from these activities. This does not ensure that staff have clear guidance on how to record the attendance of these children in a consistent way or know the expected procedure if a child does not arrive as planned. This does not fully promote children's safety.

Children are cared for in a clean and well maintained environment where they have ample space to run around and play outside. However, the main room used by the club is small and the organisation of it does not provide children with a comfy area where they can rest and relax. A formal self-evaluation is currently being completed. Management include staff and children in this process. Providing more sports equipment and wet weather gear has been identified as areas for development in order to enhance children's physical play experiences.

Staff form good relationships with parents. They verbally exchange information with parents about children's daily routines and activities. Useful information is displayed for parents and this includes the contact details of Ofsted should parents need to report a concern. Parents are happy with the childcare their children receive. They particularly like the warm environment and the variety of activities children undertake. There is a good partnership in place with the school. Teaching staff accompany children to the club enabling good communication between the school and club. Staff are inclusive in their practice treating all children with equal respect and concern.

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

Staff provide good support to children to complete their homework and reading. Children's progress is monitored through a profile document which children contribute towards. There is a very relaxed atmosphere in the club and children cope extremely well with the space available in the classroom. All required details are in place to ensure staff are aware of children's individual dietary and health needs. However, the cheese and chicken sandwiches are made prior to the children arriving and then left out on a table in the very warm room for over an hour and a half. Children are encouraged to eat the sandwiches throughout the

session and they also sit at this table participating in other activities. This does not ensure that they are appealing to eat or that they promote children's good health.

Children have daily opportunities to run around and play outside in the fresh air. This develops children's understanding of the importance of physical play as part of a healthy lifestyle. They enthusiastically play football and are challenged by the different activities provided by the climbing frame. Staff do not always point out to children potential hazards to their safety. This does not support children's development of how to keep themselves safe.

Children know the routine of the club. They are polite and attentive and readily follow any request from staff, such as to wash their hands or sit in a circle. Children behave very well and are inclusive in their play. They take turns, share resources and include younger children in their games both inside and when outdoors. They are extremely considerate of the needs of others. For example, when staff suggest a particular language game to play an older child suggests they do not play it as the younger children find it too hard. There is a lot of laughter in the club and children chat happily with each other and staff. Children enjoy the variety of activities available. They build models together with construction resources and organise a game of marbles. Planned activities support children's understanding of their own culture and those of other people. Their willingness to listen and communicate effectively with each other and staff helps to develop important skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met