

# Buddies Out Of School Club

Inspection report for early years provision

---

**Unique reference number**

EY370196

**Inspection date**

09/02/2010

**Inspector**

June Rice

**Setting address**

Saltergate Junior School, Windsor Walk, DONCASTER,  
South Yorkshire, DN5 8NQ

**Telephone number**

07834 218 177

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Buddies out of School Club was registered in 2008. It is one of two privately owned clubs and is run from Saltersgate junior school situated on the outskirts of Doncaster. The club uses the DT suite, two adjacent classrooms, hall and toilet facilities. Children have access to an enclosed outside play area.

The out of school club is open each weekday from 7.30am to 9am and 3.30pm to 5.45pm term time only, with a holiday club run during the school holidays, except for bank holidays, Christmas and the last week of the summer holidays. The out of school club is registered to care for a maximum of 32 children under eight years. They also offer care to children aged over eight years. This provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. All children share the same facilities. There are 89 children on role, of these four are in the early years age range. There are seven permanent part time staff members, whom hold relevant childcare qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The provision demonstrates a very positive attitude towards continued improvement. For example, staff continue to update their knowledge and understanding of care and education by attending relevant training; such as, first aid, food safety, creative workshops, safeguarding and inclusion. The provision has included staff, children and parents in the evaluation of the care and education it provides through open discussion and questionnaires, this has given them a fair understanding of its strengths and areas for improvement. Space is used as effectively as it can be considering its limitations, as part of the providers reflective practice the use of space and level of noise is monitored with adjustments being made where possible. Staff work effectively as a team and continue to nurture the relationships between themselves, parents and other early years providers by establishing systems that encourage the sharing of information.

## **What steps need to be taken to improve provision further?**

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

- ensure documentation is fully completed before a placement begins
- continue to develop the links with school
- continue to evaluate the provision and its impact on children's learning and well-being.

## **The effectiveness of leadership and management of the early years provision**

The provision clearly works in partnership with parents and others to safeguard children. Staff demonstrate a very good knowledge and understanding of child protection and the procedures to follow. A visitor's book is maintained and written procedures are in place in the event of lost, uncollected children and safeguarding. These are on open display to users of the provision along with other policies and procedures to ensure they have a clear understanding of how the provision works. All required documentation is in place and completed appropriately, with the exception of one document that does not clarify whether emergency treatment can be administered. Risk assessments are sound and identify possible hazards and action taken to reduce the risk. Staff are well deployed throughout the setting to ensure children's safety and well-being. The provider states that she uses reflective practice to evaluate her provision and has recently begun to formalise the process. Through discussion she correctly identified areas for further improvement. However, the overall self-evaluation is not complete and presently does not provide a full and accurate overview of the provisions strengths and areas for improvement. Staff have developed a sound working relationship with parents and continue to introduce systems to help nurture working relationships with other early years providers. However, these are not sufficiently established to help identify their impact on children's learning and well-being. The system for observations, assessments and planning clearly identify children's progress, they are linked to the Early Years Foundation Stage (EYFS), children's interests and used effectively to plan for their individual needs. This ensures children continue to make good progress. Inclusive practice is promoted effectively by the provision, which promotes equality for all, through resources and activities that introduce children to diversity.

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

The early years children arrive some time after the older children. They complete self registration and come into the room full of confidence. They quickly join up with each other and look for their special friends. Children enjoy their time at the setting, they have a sense of belonging and have helped compile the club rules and make posters that state their wishes. Such as, 'bullies are not wanted here.' Their good self-esteem is promoted further through lots of praise and recognition for work well done and volunteering to help with tasks, such as, washing pots and tidying away. Children behave in ways that are safe for themselves and others and develop an understanding of dangers and how to stay safe. They are observant of the rules of the club, and understand the need to wear high visibility vests on the walk from school to the club. As they go outside they turn their back saying 'I'm walking out backwards.' They are reminded to be careful because they cannot see where they are going and react by slowing down and turning their heads. They fully understand and follow the system that allows them to freely access outside play. Children learn the benefits of physical activity, healthy habits and good hygiene. The club promotes healthy eating and encourages children to make

healthy choices about what they eat and drink and they help to devise the menu of snacks on a weekly basis. When they help staff to prepare snacks the disposable aprons, gloves and antiseptic gel is readily available for all to use. As part of their breakfast session, children enjoy participating in simple yoga and tai chi sessions.

Children know what resources are available and independently select craft materials, role play equipment and books. Children are physically active which, is encouraged through the good deployment of staff, that enables children to freely access the outside environment in all weathers. At the morning session before school begins, children enjoy quieter activities, such as, story time and chilling with their friends. Children carry out risk assessments as they prepare for activities, such as, climbing trees, making tents and dens while camping in the grounds and taking apart mechanical equipment to see how it works. Children enjoy craft activities, which include working with jelly, corn flour and water. They collect leaves and twigs and use them to create pictures. Children show lots of concentration during their chosen tasks, they sit drawing and colouring and are very proud of their work; showing the staff who are very complimentary. A small group of children choose a wrestling game and show they understand they have to take turns. While outside, children enjoy the freedom of the large playground; staff quickly initiate a game that children of all ages enjoy, which encourages them to move about and keep warm. Staff also actively join in as children run, jump and turn their bodies. Some of the younger children enjoy the interaction with the older children, while others enjoy their very active game of football. Children enjoy a game they initiate themselves, they run from one end of the playground to the other, as their friends count for them. They stand still and say they are out of breath with all the running. They are aware of their good balancing skills and say 'I can stand on one leg in the pool,' and 'I can hop and skip,' and proudly demonstrate.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

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

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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](http://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

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