

Buzz Kidz Slough Central

Inspection report for early years provision

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Inspector Keriann Belcher

Setting address St. Marys C of E Combined School, Yew Tree Road,
SLOUGH, SL1 2AR
Telephone number 01753 539 923
Email clare@barneybees.co.uk
Type of setting Childcare on non-domestic premises

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 Slough Central out of school provision is one of a group of similar provisions, which shares the same director of childcare as the Barney Bees Day Nursery group. It opened in April 2010 and operates at St Mary's Church of England combined school, in the County of Berkshire.

The out-of-school provision currently only operates after school at 3.30pm to 5.45pm each weekday during term time and 8am to 6pm during the school holidays. It is also registered to operate a before school provision. The club uses the school dining hall, and adjacent conservatory area, as well as the spacious main hall of the school. There is a secure outdoor area accessed directly from the conservatory so that children may move freely between the indoor and outdoor areas. Only children who attend St Mary's School attend the after school provision. The holiday play scheme aspect of this provision also accepts children from the wider community.

A maximum of 32 children aged from four to under eight years may attend the after school club at any one time. Places for children up to 11 years are available. There are currently nine children on roll, of whom six children are in the early year's age range.

The club employs 16 staff, of whom 12 hold a level 3 childcare qualification.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is fully promoted within the setting as the registered provider has ensured the manager and staff employed have the necessary childcare qualifications.

Staff have a good knowledge of the Early Years Foundation Stage and therefore plan effectively to provide appropriate activities to support each child's individual needs and interests. Furthermore, they have a very good understanding of positive behaviour management and this significantly impacts on the provision for children in the early year's age range.

Staff are vigilant about children's safety and most areas of the premises/garden are risk-assessed.

The manager has completed a comprehensive self-evaluation form which includes views of the parent and children accessing the service and identifies key areas for development to benefit all children.

What steps need to be taken to improve provision further?

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

- enhance the risk assessments to include any outside area where the children have access.

The effectiveness of leadership and management of the early years provision

Staff have good knowledge of child protection issues. They are aware of their role and responsibilities with regards to recording and reporting any concerns they may have about a child in their care. The manager and staff have attended relevant training and a suitable written safeguarding policy is in place. In addition, the manager has robust systems in place for the recruitment and vetting the suitability of her staff team.

Risk assessments are conducted and daily visual checks are carried out by staff to ensure the building, resources and any outings planned are suitable and safe for the children. However, this does not include a small outdoor area that the children pass through when accessing the toilets. All required documentation is in place and maintained. Parents sign their child out of the setting when they collect them and records of accidents or medication given is maintained.

The setting is well resourced and children can make choices about their play from the activities set out. In addition children are included in the planning to ensure the range of resources adequately supports the needs and interests of all children. All children are occupied and involved in a varied range of stimulating activities, consequently children can play and feel safe and secure in the environment.

An exceptionally high importance is placed on recognising and valuing equality and diversity within the group such as within the resources, activities and staffing of the group. Many of the staff team are fluent in additional languages to English such as Polish, Urdu and the team consists of both male and female staff which promotes children's self esteem and confidence.

A self-evaluation of the setting clearly identifies the current strengths and weaknesses of the provision to enable the group to prioritise for effective improvements.

Partnerships with parents and carers is good. Staff are approachable and give parents verbal daily feedback on how their child has been at the club. There are effective processes in place to ensure parent's views are considered in decision making about their child or the provision.

Partnership with outside agencies is extremely good and underpins the successful delivery of the Early Years Foundation Stage having a very positive impact on

children's safety and well being.

The group currently works a wide range of, outside agency such as teachers, educational physiologists, community health care specialists. They also have strong links with organisations such as 'Special voices' a voluntary group run by parents of children with additional needs. The manager is on the committee for a pilot scheme within the area for 'Disabled children's access to childcare' (DCATCH).

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

Staff's knowledge of the Early Year's Foundation Stage is good and as a result children are making sufficient progress their development. There are robust systems in place for effectively observing and assessing children's development and therefore the curriculum is planned to focus on each child's individual interests.

Children in the early years age range are settled, content and happy within the setting. Children of various ages play together and significant friendships are formed. They sit for long periods concentrating on art and craft activities involving glitter, glue and paint. Children wait patiently to have a turn attending the 'Graffiti workshop' where even the very youngest children can spray paint their 'signature'. Children are exceptionally keen and motivated learners; they demonstrate great enjoyment of their play. They are very excited by many of the activities, for instance, when they look for a 'pot of gold in the fort' and bounce energetically on the bouncy castle. Children are enabled to learn about problem solving as they discuss how the thickness of the paper affects the distance and height that their 'aeroplane' will fly.

The club is very child focused creating a sense of belonging and ownership by the children.

Staff management of children's behaviour is exemplary, consequently there are few incidents of negative behaviour. Children clearly know what is expected of them and are very kind and caring to all their friends. They play very cooperatively together. For instance, they join in together with each other to search missing construction pieces when model making. Children relate extremely well to their key person who oversees their progress and needs. They are full of confidence and self-esteem and this is extended by staff's constant praise and encouragement. One ethos of the group, is to have a 'can do attitude' which clearly translates into practice, for example when a child was apprehensive about climbing down the rope ladder a member of staff told him he could climb down and supported him.

Children find their play rooms attractively set up when they arrive, with a table cloth and flower arrangements on the drinks table. They are able to select from a wide range of materials and resources in all six areas of learning. The curriculum is enhanced by regular outings and trips throughout the school holidays such as trips to the seaside and cinema. Children are involved in the process of selecting trips and activities which they evaluate, by either writing or drawing on a 'post-it note' and attaching it to the planning board. Children are learning about sustainability

and skills for the future as they plant and care for strawberries and carrots which they have grown in the garden.

Children who attend the after school provision are provided with a range of healthy eating options such as jacket potatoes with various toppings or spaghetti Bolognese. Those attending the play scheme have lunch provided by their parents or carers. Fresh fruit and drinking water is available for children to freely access and they are encouraged to have a drink at appropriate times, such as after exercise.

Children learn about the importance of good hygiene as they wash their hands before eating. They have good opportunities to enjoy fresh air and exercise as they go out to play in the playground every day or access activities such as the bouncy castle in the hall. Staff hold appropriate first aid certificates which enable them to deal with and treat any injuries.

Children learn about keeping safe as they take part in daily fire evacuation drills. Good security procedures are in place to prevent unwanted visitors. Parents sign their children out when they collect them and a record of all visitors to the setting and the purpose of their visit is maintained to help safeguard the children.

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?	2
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?	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	1
The effectiveness of safeguarding	2
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	2

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	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	1
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