

# Buddies

Inspection report for early years provision

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**Unique reference number**

EY407184

**Inspection date**

04/10/2010

**Inspector**

Maria Lumley

**Setting address**

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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 is a before and after-school club owned and managed by Sunbeams Day Care Ltd. It opened in 2010. It operates from a dedicated indoor and outdoor area within Stanley Green First School, Poole. The club also uses the hall, IT suite and all outdoor play areas to increase the opportunities available. The club is open each weekday from 7.45am until 9.00am for breakfast club and 3.15pm until 6.00pm after school. The club operates during term time only.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of thirty children may attend the club at any one time. There are currently fifty two children on roll; six are in the early age range. A team of three staff work with the children and all hold Early Years Qualifications.

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

Overall the quality of the provision is good.

Overall the provision is good. Children are secure, happy and enjoy spending time together at the start and end of their school day. They are confident and share good relationships with the staff and their peers. Inclusion is effectively promoted as each child is fully included in the life of the club. Consequently, children make good progress in their learning and development. The setting works well in partnership with parents, and very good links with schools contribute significantly to positive outcomes for children. The newly registered setting has effective self-evaluation systems, taking into account the views of children and staff.

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

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

- develop positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- continue to develop the methods of recording and assessing children's achievements, sharing this information with parents and agreeing ways of working together to extend children's learning

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

Children are effectively safeguarded. Robust recruitment, induction, vetting and ongoing professional development of staff ensure adults working with the children are confident and capable. Staff work well as a team and individually understand

their roles and responsibilities. There are highly effective contingencies in place to cover staff absences, transferring staff from their other site. This provides children with consistency and reassurance as they are familiar with all adults that care for them. Staff undertake daily risk assessments, ensuring the environment and resources do not compromise children's safety. This includes checking that fire doors are not obstructed and organising regular fire drills. The security of the building is very good and protects children from unknown adults. Staff use a security keypad to enter the building and codes are confidential to parents and visitors. The manager has a good understanding of the safeguarding policy and procedures, ensuring children's well-being is given highest priority.

They are good systems to monitor the provision. As a result they are developing their resources to further improve learning and play opportunities for all children. All resources are of good quality, stimulating children's interests. They are stored in low level units and shelves ensuring that children can access them promoting independent choices. For example, children help themselves to construction blocks and enjoy visiting the quiet book area. Children have opportunities to learn about different countries and festivals through planned activities such as Chinese New Year. There are some resources that show positive images of diversity, however the range is limited. The environment is extremely well equipped to manage inclusion. For example, tables have adjustable legs enabling staff to alter height to accommodate all children.

Staff have established excellent links with Stanley Green school, the head teacher writes, 'We value the great partnership we have built up and appreciate you attending events held in school. Feedback from the club has been very positive. Staff carry out observations and plan next steps to ensure that all children make good progress in their learning and development. However, due to the organisation of these records, they are not freely available for parents to view. There are very good relationships with parents who comment. The club is brilliant and has very good integration with the school. There are excellent facilities. New parents receive the club's prospectus and regular newsletters ensure continued sharing of information such as parties and events.'

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

Children's learning and development are successfully promoted by the club. They enjoy the relaxed friendly atmosphere where staff clearly promote a homely feeling. As children arrive at Buddies, they rush in with excitement. Familiar with the routine, children hang up their coats and bags before selecting activities. They self-select and two four-year-olds choose a fishing game, capably manipulating magnetic rods and reeling in lettered fish. A child excitedly calls out, 'Here's a S, I need to find a J now', recognising letters and building up their name. Children have extremely good vocabulary, using clear language to communicate their needs and express their views. As a child plays they say, 'I live in a house with my mummy and daddy and sister, my sister is only little'. This prompts discussions about types of buildings with children comparing the differences between bungalows, flats and

houses.

Children have very good opportunities to exercise and develop physical skills as they use the well resourced outdoor play area. They confidently control their bodies, negotiating wobbly bridges, ladders and stepping on and off logs. Staff are well deployed in the area, monitoring and supporting children's play, allowing them to explore whilst taking risks in a controlled environment. Children take great delight as they join in a group game of 'Monkey football'. They show very good coordination, reaching down as the ball approaches them, blocking it with their hands. Children take an interest in the outdoor environment and events that take place around them, showing curiosity and knowledge. For example, when a plane flies overhead a child calls out, 'That's a noisy jet. I've been on a plane to Portugal. It was very hot there'. Other children join in, talking about their holiday experiences and different countries. A four-year-old examines the safety surface of the play area, picking up a piece of bark chipping and studying it closely saying, 'It's from a tree, it's a bit of bark, all trees have bark on them. Children are aware of changes within their bodies as they exercise, rushing over to their named juice bottles to rehydrate their bodies. As the children carry their bottles back inside a child reminds the other children how to keep safe saying, 'Don't walk with your drink in your mouth, you could fall and knock your teeth out'. The child drips some of their juice on the floor and is given some paper towel to mop up the spill. The child takes this task seriously understanding the consequences if the spill is left on the floor saying, 'I have to clean it because somebody could slip on it'.

Children's personal and social development is heavily featured throughout this provision. Children are polite and very well behaved. Older children and staff are good role models for the younger children, speaking kindly to and showing consideration for others. Children are familiar with the routine, willingly helping to pack away resources at the end of sessions. A four-year-old struggles to carry a box of bricks across the room and an older child helps them. The younger child says, 'Thank you, you're strong'.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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

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### 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

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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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