

# Barnwood Buddies Out of School Club

Inspection report for early years provision

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**Unique reference number**

EY270526

**Inspection date**

02/06/2010

**Inspector**

Linda Janet Witts

**Setting address**

St Nicholas Family Centre, Chargrove, Yate, Bristol, South  
Glos, BS37 4LG

**Telephone number**

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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**

Barnwood Buddies Out Of School Club opened in December 2003 and is run by a voluntary management committee. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to accept a maximum of 26 school-age children under eight years of age at any one time. Children aged over eight years are also accepted. There are currently 62 children on roll, of whom 38 are aged under eight years and of these seven are in the early years age group.

The club operates from several rooms in St. Nicholas Family Centre in Yate, South Gloucestershire. There is disabled access and associated facilities. School collections are made from several local schools either by minibus or walking. The after school club is open each week day during term time from 3.20pm to 6pm. The holiday club opens from 8am to 6pm Monday to Friday during school holidays. Children come from the local area and the club welcomes children with special needs and those for whom English is an additional language.

The out-of-school club employs 12 members of staff. Of these, six hold relevant Level 3 qualifications and two hold Level 2 qualifications. The club receives support from Playlink.

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

Overall the quality of the provision is good.

The after-school and holiday club staff have embraced the Early Years Foundation Stage and provide a good range of enjoyable early years experiences for the children. Outcomes for children are good and the atmosphere within the club is happy. Inclusive practice is fostered. Weaknesses in respect of a couple of safeguarding matters do not have a significant impact upon the outcomes for children. The staff demonstrate commitment to ongoing improvement and positive partnerships with parents and most of the schools children attend enhance the quality of care the children receive.

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

To meet the specific requirements of the EYFS, the registered person must:

- designate a practitioner to take lead responsibility for safeguarding children within the setting and liaising with local statutory children's services agencies as appropriate (Safeguarding and welfare)
- 30/06/2010

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

- maintain a record of risk assessment to include particular aspects that need to be checked on a regular basis, covering anything with which a child may come into contact. Give particular regard to off-site environments used, such as the local school grounds and also hazardous activities planned
- develop an effective system of self-evaluation in order to monitor the effectiveness of the provision

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

Steps taken to safeguard children's welfare are mostly very effective. Staff report that many of them have attended child protection training and a procedure for handling concerns is in place. However, a member of the committee is identified as the person designated to take the lead with safeguarding matters and not a practitioner in the setting, as required. Suitability of staff is assured through effective recruitment and vetting procedures and appraisals are carried out to assess ongoing suitability. The identity of visitors is checked and children are protected from those who are not vetted. Daily risk assessment checks ensure the safety of the premises and outdoor areas used and effective security measures are in place. However, risk assessment records lack detail and do not effectively cover all areas used, for example, the local school outdoor facilities used during the holiday club.

The staff in each team covering after school and holiday care work well together and there are systems in place to share information between the teams. This promotes consistency of practice, sharing of ideas for planning and ensures that children's individual needs are met successfully. A child-centred approach is implemented and the staff ensure that they promote the learning and development requirements of the Early Years Foundation Stage. Children have plenty of choice in their play activities and this includes planned outdoor activities and outings during holiday periods. The provision supports children with special needs providing buddy one to one support to ensure they are fully included. Observations are made during the course of children's play and these are used to identify ways that children can be further supported in their learning and development. Records of progress are maintained and shared with some parents. Children's irregular attendance during holiday periods makes it difficult for staff to monitor their progress effectively and lack of information about progress received from the schools children attend limits the ability to ensure that the early years experiences children have whilst at the club enhance their experiences elsewhere. The children spoken to do, however, report that they enjoy their time at the club and sharing of basic information takes place to safeguard children's welfare.

A friendly rapport is established with parents and they receive regular information about the provision by way of newsletters and verbal communication. Feedback forms are available for use, as is a suggestion box, to encourage feedback from parents. Children are regularly asked for feedback about the provision and for ideas to inform future activity planning. At the time of the inspection those in charge were unable to demonstrate that the group has a system for self-evaluation to monitor the strengths and weaknesses of their provision.

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

Children enjoy their time at the club and have fun in the company of the staff and children of different ages. Many of the children attend both after school and during the holidays but happily welcome other children into the group including those with special needs. They demonstrate consideration for others and the older children present have a positive impact upon the care of the younger children. They are sensitive to their needs and happily include them in their play and conversation. They also seek additional support for the young children as appropriate. For example, taking a child to a member of staff after the child has fallen over. Good personal hygiene practice is promoted and children know to wash their hands before they eat and routinely do so. They eat healthy snacks and bring packed lunches during holiday club. They also eat things they make during cooking activities. Water is readily available to them at the club premises.

Children join in group activities with enthusiasm and are able to choose to play with a varied range of other activities set out. Children can choose active play in the sports hall or quieter activities elsewhere. The activities planned include suggestions that children make, building upon their interests and ideas. Children's meetings are held monthly and they can also add ideas to a board displayed in the setting. Other activities are offered so as to promote development across each of the six areas of learning within the Early Years Foundation Stage and to help children to acquire skills for the future. During holiday club themes, such as the current World Cup theme, are used. Activities are then planned to reflect this. For example, children make football pizzas, selecting toppings from a variety of healthy options; they create an art display and make sports bags, decorate T-shirts, play table football and challenge one another to football matches. They can also use the club computer, play games, use small world figures and resources, role play with props, look at books, construct, draw and paint. Creative activities are popular with the young children. The resources include books and other toys that reflect positive images of culture, ethnicity, gender and disability and activities are planned to celebrate well-known cultural and religious festivals. However, staff do not always know the cultural backgrounds of those attending.

Children have access to a small outdoor play space at the setting and are also taken to the local park and can also use the play facilities at a local school. During excursions to the school and also when escorted back to the setting after school children learn to stay safe. They wear fluorescent vests, hold hands and walk sensibly following any instructions given by staff. Local police community support officers drop in to meet the children and in this way children learn about those who are there to help them. Children also learn to keep themselves safe as they participate in activities that present elements of risk. Staff provide vigilant supervision and explain potential risks and steps to take to minimise them. For example, children toast marshmallows, use sparklers and use the challenging play equipment available at the school. The children work together, asking for assistance from staff, to push a large wooden spool up a grassy slope and then chase it at speed as it rolls down, first ensuring that the route is clear and telling

all children to take care not to get in the way. They also do this with car tyres using strength and perseverance to complete the task for themselves.

## 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

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

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|--|---|
| <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**

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|---|-----|
| 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 |
|--|-----|