

Shipton Buddies

Inspection report for early years provision

Unique reference number EY358372
Inspection date 25/01/2011
Inspector Doreen Forsyth

Setting address The Old Pre-school, Muscott Close, Tidworth, SP9 7TX

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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

Shipton Buddies Out of School Club was registered in 2006, it is privately owned. The club is situated in a portable building in the village of Shipton Bellinger in Hampshire. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of 16 children aged between four and eight years old. Currently there are 32 children on roll, of these four are in the early years age range.

The club is open during school term time from 8.00am until 8.50am and from 3.15pm until 5:45pm and during some school holidays between 8.30am and 5.00pm. Children are taken to and collected from a nearby primary school. There are currently five members of staff working with the children; of these, three have relevant early years childcare qualification at level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are very happy and settled at the out of school club and they really enjoy their time there. Each child is welcomed and valued and by working together with parents, the staff endeavour to meet the children's individual needs. There are some weaknesses in the provision that must be addressed, including in the induction procedures of new staff and in the policies to keep children safe. The manager at the club has an accurate understanding of some of the strengths in the provision they offer and in the areas that need improvement.

What steps need to be taken to improve provision further?

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

- ensure all new staff understand the safeguarding policy and procedure (safeguarding and promoting children's welfare) 08/02/2011
- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 08/02/2011

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

- develop links with the primary school that the children attend to promote the integration of the children's care and education and to share assessments of the children's progress

- carry out more regular emergency evacuation procedures so that all children attending are aware of the procedures to follow in an emergency

The effectiveness of leadership and management of the early years provision

Most of the records, policies and procedures that are necessary for ensuring the children's safety, and to promote the requirements of the Early Years Foundation Stage, are in place and well maintained; but a suitable record of risk assessments is not kept. The club has in place appropriate child protection procedures for staff to follow if they are concerned about children's safety; but new staff are not made aware of these as part of their induction, so they are not fully aware of what to do if they have any child protection concerns. The manager follows appropriate checking procedures to ensure the suitability of all staff, any unvetted staff are not left unsupervised with the children.

The experienced staff team work in partnership with parents and aims to provide an inclusive provision where all children feel valued. Parents are given copies of all the clubs policies and procedures; at the end of the session staff informally exchange information with parents about the children's activities and well-being. The out of school club has good links with the nearby primary school that most of the children attend; but the staff do not have the opportunity to add to or discuss the assessment and observation records that are kept by the reception class teacher.

The children are cared for in a safe and secure building, although the premises used are quite small when all the children are present. Staff have effectively risk assessed and have minimised most potential hazards to the children. There is a wide range of resources available to the children, they are well stored so that they can choose what they wish to use. The club has had a judgment report from the local authority; which offers an accurate appraisal of its effectiveness; the manager knows what is needed to secure further improvements to the provision. She has developed a plan for improvement.

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

Children relate very well to the staff and to the other children in the club. They play well together and enjoy friendly banter and conversation. Most of the children are collected from the nearby school and then walk together to the club. While walking they are encouraged to think about road safety. When they arrive at the club they choose an activity and select toys that they wish to use and then quickly settled to play. The play station is a favourite, the children understand that they must take turns to use it with a partner. After a short time the children wash their hands ready for an afterschool snack. The children understand why they must wash their hands before eating and are encouraged to use good hygiene routines. They enjoy a healthy snack which usually includes some fruit or vegetables. The

children can access drinking water whenever they wish throughout the session. Although the children did not play outside because it was raining on the day of the inspection; they usually enjoy outside and physical activities in the enclosed play areas around the building.

Staff know the children well and are aware of where they are in their learning. However, all records of the children's progress are kept by the school so it is difficult for staff to identify any gaps in the children's learning and ensure that they are progressing appropriately towards the early learning goals in all areas. Staff usually plan activities linked to themes and topics these are sometimes the same ones that the children are exploring at school. Themes such as Chinese New Year help children to learn about different cultures and the wider world.

A local police officer regularly visits the club. he helps the children to learn about keeping themselves safe. They discuss road safety, and where it unsafe to play. Some of the children practise how they would evacuate the building in an emergency, but these evacuation drills are not carried out regularly enough for all children to take part in the practise. The children enjoy playing cards or board games with the staff and other club members; this encourages sharing and taking turns. Posters are displayed to remind the children that bullying is not acceptable and that they should consider the needs and feelings of others. The children behave very well. They have good opportunities to use their communication and literacy skills, they confidently talk to the staff and to each other. They are developing skills in using information technology and understand the need to co-operate and resolve situations by themselves. These are some of the skills that they will need in their future learning.

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

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| 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 | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| 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

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| 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

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| 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 | 3 |

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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