

Buddies Childcare

Inspection report for early years provision

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Inspector

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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 Childcare was registered in 2004. It operates from a converted building in the Weaste area of Salford. Children have access to a large playroom and bathroom facilities. A communal play area to the rear of the property and a small yard are available for outdoor play.

A maximum of 26 children may attend the setting. There are currently 19 children on roll and of these three children are within the Early Years age range. The provision is registered on the early Years register and the compulsory and voluntary parts of the Childcare register.

The setting supports children with special educational needs and those who speak English as an additional language. The after-school club 'Match stick' is open Monday to Friday from 15.10 to 18.00, during term time. The holiday club is open Monday to Friday from 08.30 to 18.00 during the school holidays.

The club employs five staff of whom all hold early year qualifications to level three. There are bank staff available from the other creches to cover for emergencies. The setting receives support from Salford Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this setting where they are valued as individuals and inclusion is promoted. The enthusiastic and dedicated staff and management team has a clear vision for the club and create an inclusive environment where individuals are respected and valued. Staff have a good knowledge of the Early Years Foundation Stage and planning indicates activities are exciting and fun and that these are beginning to make links to the six areas of learning. The setting has established positive partnerships with parents and the local schools. There are effective systems in place for self-evaluation and the setting are aware of their strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- ensure that planning is linked to all areas of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Staff ensure that the welfare of the children is fully safeguarded. They demonstrate a good knowledge of the signs and symptoms of abuse when

questioned and there are procedures to follow should there be concerns about a child's welfare. They have attended recent training to keep up-to-date with legislation. All incidents that occur outside the provision are recorded. Good, rigorous risk assessments, both indoor and outdoor, are in place to ensure that risks to children are minimised. These are reviewed regularly and children are well supervised. The register is kept up-to-date and records children's actual times of arrival and departure. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications.

The staff are committed, enthusiastic and strive as a team to improve the service they provide. A structured daily routine promotes children's welfare well and meets their needs. All required documentation is in place and written policies work very well in practice. The areas are well organised to give children opportunities to become independent and to consolidate their learning.

An inclusive and welcoming service is provided for all children. Displays of children's work and age-appropriate resources create a child-friendly environment. The staff gather information from parents to ensure they have a good awareness of each child's starting points. Daily communication informs parents of their children's activities and a complaints procedure is in place. Questionnaires enable parents to comment or contribute to their children's learning. Staff work closely with outside agencies, to promote an inclusive and welcoming environment for children with special educational needs and disabilities. Furthermore, they are developing links with the local schools. Regular staff meetings and frequent opportunities for staff development and training ensure that they keep up-to-date with changes and are continually improving their skills for the benefit of the children. They identify the strengths and weaknesses of the club and self-evaluation is effective to monitor the setting.

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

Staff have a good awareness of the learning and development requirements of the Early Years Foundation Stage. They plan around the individual needs of the children and observe children while they learn through play. However, planning could be linked more to the six areas of learning. Assessments and the evaluation of activities indicate children learn new skills and make progress in their learning. The sessions are organised to provide children with a suitable balance of learning and play.

Staff know the children well and make good use of questioning to encourage them to become independent thinkers. A wealth of resources are accessible to children which encourages their self-help skills as they help tidy away after the session. Children move around their immediate environment with confidence and have freedom of movement around the large room and the outdoor play area.

Children's differences are recognised; they celebrate some festivals such as, Ede and handle chopstick and make lanterns during Chinese new year. This gives them an awareness of diversity. They are encouraged to make friends and play very well

alongside their peers. Communication and language skills are developing as they listen during story time and have access to books. Furthermore, staff engage in play with the children and take time to listen to them. Children use writing materials to make marks and mathematical concepts are promoted throughout daily routines. For example, they count in familiar songs and talk about shapes. Simple scientific concepts are introduced during sand and water play.

Thought is given to developing children's knowledge and understanding of the world. Children have access to programmable toys, games and puzzles to encourage discovery and thinking. Trips out in the local area, such as, to Stockley farm and the Lowry provide opportunities for children to consolidate skills learned and enable them to develop awareness of the world around them. They have good opportunities to engage in meaningful role-play and a varied range of creative opportunities, such as, crafts, painting and chocolate melting are some of the activities children really enjoy. They also dress up, play in the home corner and concentrate as they sit with 'small-world' toys. Children have regular access to outdoor play. They use a large variety of wheeled toys and fixed equipment to promote their balancing and climbing skills.

Children's good health is well promoted. The premises, toys and equipment are kept very clean. A well detailed cleaning rota prevents germs around the provision and toilets are checked after school use. Regular discussions take place about the importance of washing hands and posters around the bathroom area helps to develop children's awareness of the concepts of effective hygiene routines. Children enjoy healthy snacks which are social occasions where children practise good table manners. Menus are displayed for the parents. They have access to drinks at all times. Behaviour is very good in the club and children begin to understand the need to share and take turns appropriately supported by staff who are good role-models. Children are encouraged to keep themselves safe. They are reminded to be careful when playing outside and are made aware of road safety. A detailed fire policy is displayed and staff and children practise the evacuation procedure on regular bases.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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

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

Met