

# Buddies

St. Oswald's C of E Aided Primary School, Grove Road, Mollington, CHESTER, CH1 6LG

## Inspection date

Previous inspection date

15/11/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children enjoy a relaxed, child-orientated environment where they confidently make choices about what they want to do. They are able to spend time with their friends and play after a busy day at school.
- Resources are organised well so that children can independently access activities, promoting independence and choice.
- Practitioners form strong relationships with children and this supports their well-being very effectively. They recognise and accommodate individual needs and are good role models.
- Partnership with parents is strong, with a robust system in place for obtaining parents' views on a regular basis. This helps to ensure that the club continually reflects on its provision for children.

### It is not yet outstanding because

- Opportunities to question and challenge children in order to fully support and extend individual development are not always taken advantage of within child-led activities.
- Systems for ongoing reflection and evaluation are not yet fully embedded in order to prioritise and effectively identify areas for improvement.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the school hall and the main playroom.
- The inspector held discussions with the provider, practitioners and the children.
- The inspector looked at children's assessment records, evidence of training accessed, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents noted in feedback forms.

## Inspector

Juliette Jennings

## Full Report

### Information about the setting

Buddies Out of School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in an old school building next to St Oswald's C of E Primary School in the Mollington area of Chester. The club serves the local area, maintains strong links with the school and is accessible to all children. There is a fully enclosed area available for outdoor play.

The club employs three members of childcare staff. Of these, two hold appropriate early

years qualifications, including the manager who has a Foundation Degree in Early Years.

The club opens Monday to Friday from 8am to 9am and from 3pm to 6pm during school term time. The club also offers occasional holiday care during the summer holidays when it is open from 8.30am to 6pm on weekdays. Children attend for a variety of sessions. There are currently 35 children attending, five of whom are in the early years age group.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- use skilful questioning techniques and increase challenge for children in order to fully support and extend individual development in child-led activities
- embed systems for ongoing reflection and evaluation in order to prioritise and effectively identify areas for improvement.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children enjoy an environment which supports them to feel comfortable, relaxed and at ease after a busy day at school. They enthusiastically engage in a range of activities, experiences and opportunities which enable them to spend time with their friends or have space to be by themselves, in a well-organised provision which meets their needs. Practitioners provide a wide range of opportunities that help to build upon their school experiences and this is further supported because the setting maintains strong links with the school. They recognise that children learn through play and ensure that the routine reflects plentiful opportunities for children to play and explore and learn actively. However, occasionally the activities provided for the older children impact on the provision for younger children. For example, one group of older children enjoy the games console for a long period of time in the session, which means that noise levels rise and younger children's play is disrupted.

Children use a range of resources, and engage in a variety of planned or spontaneous activities, which support their learning across the areas of development. For example, they express themselves in art and design when they make clay models using a selection of modelling tools to help shape and transform their clay. They engage in role play activities with their friends, dressing up and acting out familiar experiences. Their use of technology is enhanced through access to the games console, a laptop and being able to play games on small handheld devices.

Children's communication and language development is supported through a relaxed atmosphere where they engage in conversations with friends and practitioners. In addition, they have the benefit of a wide range of physical opportunities, particularly in the outdoor space. For example, children use wheeled toys and a range of balancing equipment, and are particularly enjoying developing their skills using new scooters which have been provided by staff, as this was highlighted as something the children were interested in.

Observations of children are used to make an assessment of where they are in their development, with ideas then highlighted in order to support ongoing progress. Practitioners are careful about ensuring that next step activities fit within the ethos of a relaxed, playful routine and are reflected within child-led play. However, in practice, practitioners do not always question children skilfully or provide sufficient challenge to encourage development and extend learning in spontaneous or freely chosen activities.

### **The contribution of the early years provision to the well-being of children**

Children's personal, social and emotional development is supported very well. They are encouraged to show care and respect for others and animals as they are involved in a group activity where they are visited by a guide dog for the blind and its owners. They are encouraged to make choices about what they want to do, decide about which activities they engage in and contribute to future planning through discussions. They are independent within the club and able to maintain their friendships because the relaxed environment enables them to do so. Practitioners know individual children well and support their particular needs effectively. They form strong bonds and friendships with children and this supports the well-being of children very effectively.

Practitioners ensure children are healthy and have opportunities for fresh air and physical activity. They consider that this is vital after a busy day at school and ensure that children are supported well in this. For example, children are provided with a wide range of nutritious, healthy snacks as soon as they arrive back from school. In addition, children access the outdoor play space on a daily basis, using a variety of equipment, such as scooters and bikes, to help support their physical development and give them time outside.

Children's health and safety is thoughtfully considered and practitioners ensure that children are safe and secure whilst attending the group. For example, the collection of children from the adjacent school is smooth and well thought out, with children understanding what is required of them to enable them to stay safe at this time. They happily put on high visibility jackets which help staff quickly identify those attending the club, and know they must stay close to practitioners during this busy time.

Partnerships with parents are strong, and the setting aims to be friendly and approachable to parents. This means that children's needs are met effectively and parents can share views and discuss ideas on a daily basis. Formal systems for obtaining feedback from parents about the provision are well established and enable parents to share information.

In addition, links with the school are maintained in a very positive way so that there is an effective three-way communication process and this helps to ensure children's needs are fully accommodated and any issues are shared promptly.

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

Leadership and management of the club is strong, and the owner has a clear vision of what the club is providing in its service for parents and children. Practitioners work well together as a team to ensure that children enjoy a friendly, comfortable and relaxed after school experience. Training is accessed on an ongoing basis to help ensure that practitioners are aware of current good practice guidance and ideas. The system for supervision and appraisals of staff is in its infancy, but practitioners are encouraged to share concerns and ideas in a more informal way on a regular basis through discussion.

Procedures to support safeguarding and welfare are clear and precise. Training in safeguarding has been accessed so that practitioners know what they would do if there were concerns about any of the children. In addition, procedures for health and safety are effective in practice, for example, daily risk assessments are carried out to ensure the space is always safe for children.

Systems for ongoing reflection and self-evaluation are developing, but are not yet specific enough in highlighting areas for improvement. For example, ideas about involving children in planning activities are broad, and do not sufficiently identify what exactly will be done to support this development. There is scope to extend self-evaluation to securely monitor educational programmes, with particular consideration given to the activities provided for older children and their occasional impact on the younger children within this single room club.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

**What inspection judgements mean**

**Registered early years provision**

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.

Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY446526
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	798877
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	25
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Joanna Maton
<b>Date of previous inspection</b>	Not applicable

**Telephone number**

0151 356 3138

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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