

Buddies

C/O Chester Blue Coat School, Walpole Street, CHESTER, CH1 4HG

Inspection date

Previous inspection date

15/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Staff create a calm and relaxed atmosphere in the club, where children feel comfortable to chat, play with their friends and participate in a suitable range of activities.
- Snack time is an enjoyable experience for the children, where they confidently engage in conversations about their interests and preferences. This positively encourages their communication and language skills.
- Staff establish friendly relationships with parents and share information on a daily basis, which means parents feel reassured that children are safe and they enjoy their time in the club.

It is not yet good because

- The procedures for maintaining staff records are not fully robust. Consequently, required information regarding staff qualifications and vetting processes is not readily available for all staff.
- The environment lacks a cosy area for children to relax and children have few opportunities to play imaginatively.
- Links with the children's teachers are not fully embedded, which means staff do not always share or seek enough information about the children, so that they can complement what children are learning in school.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 classroom and outside play area.
- The inspector spoke with staff, children and parents, and held discussions with the manager.
The inspector looked at children's assessment records, checked evidence of staff suitability, reviewed the club's self-evaluation form, and sampled a range of other records and policies.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jan Linsdell

Full Report

Information about the setting

Buddies was registered in 2012. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Chester Blue Coat primary school in Cheshire, and is managed by an individual. The club serves the local area and is accessible to all children. It operates from a classroom located on the upper floor of the school and there is access to a lift. Children also have use of the school hall and the school grounds for outdoor play.

The club employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, one holds an appropriate early years qualification at level 3 and the manager holds a degree in early years. The club opens Monday to Friday, from 8am until 9am and 3.15pm until 6pm, term time only. Children attend for a variety of sessions. There is currently one child attending who is in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- record information about staff qualifications and the identify checks and vetting processes that have been completed, including the Disclosure and Barring Service check, reference number and date it was obtained.

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

- review the organisation of the environment, so that children have a cosy area to relax and have more opportunities to develop their imagination, for example, through music, dance, role play and dressing-up materials
- improve links with the children's teachers, in order to share information about children's individual learning needs and to plan activities that complement their learning at school.

Inspection judgements

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

Staff adopt a calm and gentle approach towards the children, which creates a relaxed atmosphere in the club. Practice is generally sound and staff mainly play alongside the

children, offering appropriate support and encouragement. They know the children well and they are beginning to undertake some observations and assessments of their development. They plan a suitable range of activities according to children's interests and show some awareness of how to support children's next steps in their learning. An adequate selection of activities and resources are set out for children to play with, and staff encourage children to pursue their own interests. Consequently, children demonstrate a positive attitude to learning and are able to make some choices about how they spend their time in the club.

Snack time is a relaxed, organised and sociable occasion that fosters children's communication and language skills well. Children are confident to initiate interesting conversations with one another, for instance, as they talk about being a pescetarian and what this means. Children concentrate well on craft activities, where they safely use a range of tools to produce their own designs, therefore, promoting their creativity and fine motor skills. They have some opportunities to practise their literacy skills as they write and draw using chalks and pens. They also enjoy playing table football, where they learn about the rules of the game and work out how many points they have achieved. However, children have few opportunities to develop their imagination and engage in expressive arts, such as music, dance and role play.

Parents are suitably involved in children's learning, for example, as staff chat to them at the end of the day and share messages from school. Parents also receive an information pack containing useful information about the club's policies and procedures. Staff are beginning to build partnerships with the children's teachers, for instance, liaising with them and parents to agree strategies for dealing with children's behaviour. However, arrangements for sharing information about children's learning needs are not well established. This makes it difficult for staff to know what children are learning at school and how best to complement, support and extend their learning at the club.

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

The club operates from a small classroom, where space is somewhat dominated by tables, chairs and school equipment. Consequently, children's play is mostly restricted to table-top activities; with limited space for free movement or a cosy area for children to relax. Nevertheless, children are happy and settled in the calm environment. They can help themselves to a suitable selection of resources from the store cupboard, which promotes some independent choices. Children's care and emotional needs are suitably addressed because staff have friendly discussions with parents and seek their views, for example, about children's vegetarian food preferences. This supports consistency in their care and promotes a smooth transition into the club.

The manager acts as key person to children in the early years age range and she liaises with parents to make sure children's welfare needs are appropriately addressed. Children are encouraged to build positive attachments with their peers and staff. Their behaviour shows that they feel relaxed and safe in the club, as they play cooperatively together, chat with their friends and share resources.

Staff know children enjoy being outside and they are starting to make sure they organise daily opportunities for physical exercise, in order to promote children's health and well-being. The school grounds are currently under renovation, but children have an enclosed area where they enjoy active play, such as skipping, football and bouncing on the space hoppers. They also have occasional use of the school hall if the weather is too bad to play outside. Staff escort children to the bathroom due to their location from the classroom, therefore, children are well supervised and kept safe as they move around the building. Staff encourage children to follow hand-washing routines, which helps them to understand the importance of good hygiene. They also provide a suitable range of healthy snacks, such as wraps, fresh fruit and a choice of milk or water to drink.

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

Staff demonstrate a suitable understanding of the procedures for safeguarding children. They know how to recognise possible signs of abuse and how to report concerns about children's welfare. Staff supervise the children well to keep them safe and conduct daily checks of the premises to ensure children play in a safe and secure environment. Overall, the manager demonstrates an adequate understanding of her responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. She confirms that all staff are suitably qualified and appropriately vetted to ensure their suitability to work with children. However, required records to verify this information are not readily available for all staff. Consequently, procedures for ensuring the safe management of the club are not fully robust.

Self-evaluation is developing appropriately. The owner has recently made use of the self-evaluation form to reflect on practice and identify some areas for development. Children are consulted on activities and parent questionnaires have recently been issued to seek their views and suggestions. This shows a suitable capacity to develop and improve the club. Informal arrangements are in place to monitor the educational programme and staff performance. For instance, the owner visits the club each week to support staff and oversee practice, and staff meet informally to discuss activities. Some staff have opportunities to undertake online training, such as safeguarding and food hygiene, which contributes to protecting children.

In the main, partnerships with parents and links with the school are developing reasonably well, but there are some gaps in sharing information with the children's teachers, in order to fully support children's learning needs. Staff establish friendly relationships with parents and talk to them about the children's play and learning, which keeps them suitably informed. Parents comment that they feel confident about leaving children in the club and that children enjoy attending.

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 action. 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

Unique reference number	EY452674
Local authority	Cheshire West and Chester
Inspection number	884144
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	34
Name of provider	Joanna Maton
Date of previous inspection	not applicable
Telephone number	07976 455562

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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, which are usually the childminder's 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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