

Buddies Out of School Club

Norton Junior School, Campsall Balk, Norton, DONCASTER, South Yorkshire, DN6 9DG

Inspection date

24/06/2013

Previous inspection date

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 are fully engaged in purposeful play. Staff support children in the acquisition of personal, social and emotional development, communication and language skills and in their physical development. Consequently, children make good progress in their learning.
- The key person system helps children form secure attachments and promotes their well-being and independence.
- Children are effectively safeguarded because there are clear policies and procedures which are understood by all staff and implemented consistently.

It is not yet outstanding because

- Opportunities for children to sort and classify interesting objects in their play are limited. As a result, opportunities for children to explore mathematical concepts are not maximised.
- Children cannot always see their own work displayed clearly around the room. Consequently, they are not able to fully take pride in their creative achievements.

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 with the children in the club.
- The inspector sampled children's assessment records and planning documentation.
- The inspector had discussions with staff and children.
- The inspector sampled a range of documentation including children's records, self-evaluation, menus and policies and procedures.

Inspector

Sarah Taylor

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. There are currently 25 children on roll, of these four children are in the early years age range.

The club is situated within the Norton Junior School in the Norton area of Doncaster, South Yorkshire, and is managed by a private individual. The club serves schools in the local and surrounding area and is accessible to all children. It operates from three allocated classrooms and the hall, and there is an enclosed area available for outdoor play.

The club employs five members of childcare staff. Of these, three hold National Vocational Qualification level 3. The club opens Monday to Friday term time only. Sessions are from 7.30am until 9am and 3.30pm until 6pm. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- provide further opportunities for children to display their own work, where they can see it, so that they can take pride in their achievements
- provide collections of interesting things for children to sort, order and classify during their everyday play, to maximise their exploration of mathematical concepts.

Inspection judgements

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

All staff have a good understanding of the learning and development requirements and effectively provide a range of activities to support children's learning. Children are fully engaged in purposeful play because there is a range of interesting and easily accessible resources. There are good opportunities for children to make choices about the resources they play with because they are consulted in the planning of activities. Consequently, children are making good progress across the seven areas of learning of the Early Years Foundation Stage. Staff share with the parents and children the all-about-me form to enable them to provide information about their family and their likes and dislikes. This assists the key person to assess children's starting points and encourages parents to be involved in their child's learning from the onset. As a result, future learning experiences consistently match children's care and learning needs. Observations and summary assessments are used to report on each child's progress every term, these are shared with

the nearby schools that children attend. Consequently, moves between the out-of-school club and the school are well managed.

Staff have a good understanding of how children learn through play and have high expectations of all children in their care. They take time to listen to children and value what they say. For example, the use of a listening box for children to post their ideas, allows children to have a voice in the club. This ensures children's personal, social and emotional development is well supported.

Staff enhance children's mathematical understanding by using everyday opportunities to support children to practise counting. For example, as children prepare for breakfast, the staff member asks questions about the numbers of bowls required and encourages the children to count them. This supports children to be prepared for their next steps in learning as they progress through school. However, there is scope to extend opportunities for children to sort, order and classify interesting objects during their play, in order to maximise their progress in understanding mathematical concepts.

Staff support children's learning very well during activities. For example, as children play with the people and animals in the small world area, staff ask questions about the animals and characters, and what they say and how they might feel. This encourages the children to develop their communication and language skills and develop an awareness of others' feelings. Children's creative skills are well developed because staff provide opportunities for them to explore water, paint, gloop and play dough. However, areas for children to display their own work where they can see it are limited. This means children cannot always see, or take pride in all of their creative achievements. Children enjoy dance and movement activities and experience a wide variety of musical sounds. The outdoor area and school hall provide lots of opportunities for children to practise and develop new skills, such as running, jumping and climbing. As a result, children exercise their muscles daily and develop good physical skills.

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

Children form secure attachments because the key person system is strong. They confidently talk to their key person and ask for support when required, for example when needing to leave the room to go to the toilet. Children readily seek reassurance and support because the staff respond in a caring and sensitive way. As a result, children are confident, independent and motivated to learn. Staff work successfully with parents from the start to settle children in and meet their needs consistently. Each child's key person maintains close links with parents and the child's teacher. As a result, children benefit from smooth moves between home, school and the club.

Staff act as good role models; they consistently use calm and gentle voices to remind children of their expectations. Children demonstrate good behaviour that shows that they feel safe in the setting. They fully engage with the club rules, which they value and respect. The 'starry skies' reward programme is agreed with the children, for example to recognise when they have been kind, or helped staff or another child. As a result, children behave very well; they are respectful of the staff and each other because they are secure

in what they do.

There is a stimulating, accessible, and well-resourced environment, both indoors and outdoors which supports children's independence and all-round development very well. Children's physical and emotional well-being is effectively promoted through activities that raise their bodily awareness. For example, staff regularly practise exercises with the children each morning to prepare them for the school day ahead.

Children of all ages have a good understanding of the importance of self-care. They independently wash their hands before eating and use disposable towels after going to the toilet. Children learn to cooperate with tasks, such as putting on their shoes and coats to go to school. Children choose from a wide range of healthy breakfast options, such as cereals, fresh fruit and toast, which supports children to make healthy choices about what they eat. Staff discuss the importance of staying safe with the children. They include the children in evaluating the risk assessments, to raise their awareness of potential hazards that are dangerous to them.

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

Children are effectively safeguarded because all staff have a good understanding of child protection issues and are familiar with the signs and symptoms of abuse. Staff are clear about the action to take should they have a concern about a child. This is further strengthened by a comprehensive safeguarding policy, which is fully embedded in practice. There are clear policies and procedures throughout the club. These are understood and implemented by all staff. Staff are well supported in their roles. For example, all staff complete induction and mandatory training, such as safeguarding, first aid and food hygiene. Staff have regular appraisals with the manager to ensure that they have the opportunities for continual professional development and further training. Recruitment procedures are robust and ensure the suitability of all those working with the children.

The manager is committed to her role and fully understands her responsibility of meeting the welfare, safeguarding, learning and development requirements. For example, she regularly monitors the planning and the progress children are making while at the club. As a result, children's progress is evaluated to ensure children are working within their expected developmental levels and those that are not, receive the appropriate support they need. Staff work very closely with parents in order to meet each child's individual needs. For example, they work closely with parents to support children's learning at home through use of regular parent consultations and information drop-in sessions. The club has well-established links with the local schools early years children attend. This promotes further continuity of care and learning. Good strategies are in place for working alongside outside agencies to support children if required. This ensures children receive good quality interventions and support for their learning and care needs.

There is a clear process of self-evaluation that takes into account the views of staff, children and their parents. Self-evaluation identifies the club's strengths and clear plans

for improvements, such as access to further training and development opportunities. The views of staff, parents and children are also used in making adjustments and changes where necessary. This has a positive effect in making continuous improvements to the quality of the provision.

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	EY457173
Local authority	Doncaster
Inspection number	896508
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	25
Name of provider	Andrea Adams
Date of previous inspection	not applicable
Telephone number	07849 440 970

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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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