

Buddies

St. Annes C E Primary School, Warwick Road, BISHOP AUCKLAND, County Durham, DL14 6LS

Inspection date

09/12/2013

Previous inspection date

05/05/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Staff follow children's lead to provide stimulating activities and this maintains their interests while promoting their learning effectively. They work very well with parents and the school to support children's learning, resulting in children's good progress.
- Staff provide clear guidance about what is acceptable behaviour. They are positive role models and as a result, children are happy and secure in their care.
- Children are effectively safeguarded because all staff are well informed about child protection issues. The management team ensure that all staff fully understand how to keep children safe and follow all necessary guidelines.
- Staff develop positive relationships with parents and children. Parents comment they are pleased with the provision and the range of information provided to them.

It is not yet outstanding because

- On occasions staff do not always ensure that there is sufficient creative material available so children are able to complete their work to their satisfaction.
- Opportunities to further promote children's understanding of fire safety is not fully embraced.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the setting in both indoor and outdoor spaces.
- The inspector spoke with the manager, staff and children at appropriate times throughout the session.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from parental surveys.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the providers self-evaluation form.

Inspector

Janet Fairhurst

Full report

Information about the setting

St Anne's After School Club was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. It is one of three settings owned and managed by private individuals, and operates from a classroom in St Anne's Church of England School, Bishop Auckland. Children have access to an enclosed outdoor play area.

There are currently 42 children on roll, of whom three are in the early years age group. The club operates Monday to Friday from 3.30pm to 6pm during term time, and from 8am to 6pm during school holidays. There are four members of staff employed to work with the children, all of which hold relevant childcare qualifications. The manager holds Early Years Professional Status and is a qualified teacher.

What the setting needs to do to improve further

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

- improve further the quantity of creative materials available, so all children have sufficient to complete their individual creations
- build on opportunities to further enhance children's awareness of fire safety by; encouraging discussion and feedback after each routine evacuation drill.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage and how children learn. They ensure that the range of activities provided, link closely to children's interests so their play is enjoyable and purposeful. Staff gain information from children and parents through discussion and initial assessments to help them support and meet each child's specific needs and interests. They observe the children as they play and record their findings. The information gained from observations is effectively used to help plan the next steps in children's learning. Parents have good opportunities to be involved in their children's learning and development through daily conversations with their child's key person as they drop off or collect their children.

There is an excited buzz as the children arrive at the after school club. They clearly enjoy themselves and have fun playing in a warm, welcoming, learning environment. The staff make the best use of the space they have. This combined with good teaching and a varied range of activities help children to make progress, and supports them well as they move

forward in their learning at school. Children are confident and often expressive speakers. They chat easily to their friends, readily describe what they are making or drawing, and often discuss their ideas with staff and each other. Children's numeracy and problem solving are fostered through puzzles, fun games and in practical ways during play and routines. Children confidently use information technology, enjoying playing games on the computer. Staff relate well to children, joining in their activities, encouraging discussions. Children's creativity is supported as they enjoy making marks and pictures by drawing with a variety of pencils and crayons. Staff support these activities and overall, children have the freedom to manage their own skills and follow their own ideas. However, occasionally, insufficient materials are available which means some children are not able to complete their work. Children learn about space and measure as they play with a range of construction toys, and contemplate how long the tape should be to make bows for their reindeer dust packages. They practise counting skills as they engage in imaginative play and confidently demonstrate how many they can count up to. As a result, children's mathematical skills are successfully promoted.

Staff ensure that children have easy access to writing materials. For example, a group of older children are supported well by staff to write their 'wish list' for Father Christmas. Younger children demonstrate their emerging writing skills as they record their name on their work. A range of fiction and non-fiction books are accessible in a comfy corner where children relax and have some quiet time, all of which effectively enhances their literacy skills. Children have free access to the outdoor area for most of the session. Staff provide a wide range of equipment to promote physical development and independence. For example, the children play with bats and shuttlecocks. They weave their scooters around the yard taking care not to bump into anyone. Older children organise a spinning competition amongst themselves. Staff actively join in with the children, which further enhances their fun and enjoyment.

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

Children are very settled and happy within the club. Prior to them starting the staff collate key information from parents about their child, which allows them to gain a clear knowledge of each child's individual interests, likes and dislikes. This contributes to them knowing the children well and consequently, effectively meeting their individual needs. The club operates a key person system for the younger children. Therefore, their emotional well-being is well-supported because they develop warm and trusting relationships with staff. Children are confident and display good levels of self-esteem. This is achieved because staff show they are interested, and actively listen and respond to them. Children choose independently from activities which are well set out or are easily accessible to children. As a result, children move around the setting safely and with confidence.

Staff involve children in developing the 'rules of the club'. This means that all children can take ownership of them and are supported in understanding boundaries and consequences of their actions. Staff are good role models as they are polite, warm and respectful to children. They encourage all children to take part, share and join in both the

planned and spontaneous play. Children learn respect for each other's differing abilities, attitudes and backgrounds, for example, through discussions and activities focussing on the wider world and through playing in a mixed age group. Children are encouraged to make decisions about their own play and to follow their own interests as a result, they are happy and engaged. Staff actively involve them and ask their opinions about the type of activities they want at the club. This means that mutual respect has developed which empowers children.

Children's welfare is promoted well. Staff are well informed about each child's care, health, dietary needs, and obtain clear agreements from parents regarding their children's health and safety. All staff have current paediatric first aid qualifications and give children prompt appropriate treatment if they have an accident, become unwell or need medication. Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. Staff encourage them to wash their hands independently before eating and after toileting. Children learn to make their own choices by deciding what to eat from a range of healthy food. Children relish being outside where they enjoy a variety of activities and expend their energy after being in the classroom all day. Children show a good understanding of their own safety as they move around the room, handle tools such as scissors and use physical play equipment. Children also take part in regular evacuation drills, which was effectively carried out during the inspection. This showed that the routine is well established as the children quickly evacuated the premises. However, on their return staff do not stimulate children's prior knowledge by asking them what they know about fire drills, or provide them with an opportunity to ask questions. Therefore, children's learning in this area is not fully maximised.

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

The safeguarding and welfare requirements are successfully met and understood. They are embedded well with clear policies and procedures known and implemented by the staff. The manager and staff have up-to-date safeguarding and child protection knowledge, are clear about their roles and responsibilities to safeguard children and take positive steps to safeguard children's welfare. Effective processes are in place to enable the prompt referral of any concerns about a child's welfare or if an allegation is made against a member of staff. Robust recruitment, vetting and staff development procedures ensure children are looked after by adults who are suitable and have the required knowledge and expertise. Effective induction procedures help new staff to fully understand their roles and responsibilities. Routine safety checks contribute significantly to children's safety and well-being. Staff are vigilant about children's safety and supervise children well as they move between the indoors and outdoors. The staff complete and use robust risk assessment and checks to ensure the premises are safe, secure and free from hazards.

The manager monitors the children's learning and development and older children's involvement in activities well. This ensures children's needs are met and that they are fully engaged and interested in what they do. Staff performance is monitored through observations and appraisal systems, which include the identification of their training

needs. The manager also works alongside staff, which means she can monitor the quality of teaching, and children's play and learning experiences.

Partnerships with parents are well established and children benefit from the positive relationships that staff develop with their parents. Parents are very happy with the club and express very positive comments, for example, about the 'range of activities and resources available, the enthusiasm of the staff and having happy children at the end of the day'. Good partnership working with the host school successfully promotes continuity for children and ensures they are fully supported in all aspects of their care and learning. Monitoring and evaluation systems are good. These highlight the strengths of the club and areas that management and staff intend to develop. The action and recommendations identified at the previous inspection has been addressed, consequently, the children now have a quiet area where that can relax, rest and look at books, which supports their emotional well-being. Parent's and children's views are collated through discussions and surveys, and used towards the evaluation of the setting. This enables staff to evaluate the service and the needs and opinions of its users.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY388616
Local authority	Durham
Inspection number	946303
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	42
Name of provider	Buddies Partnership
Date of previous inspection	05/05/2009
Telephone number	01388 607 670

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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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