

Shipton Buddies

The Old Pre-school, Muscott Close, Tidworth, SP9 7TX

Inspection date	09/12/2013
Previous inspection date	25/01/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 requires improvement

- Children develop their social skills as they learn to play cooperatively with one another.
- Staff develop positive relationships with children which contributes towards how confidently they arrive and quickly settle.
- Parents appreciate the caring environment staff provide for their children and the information they receive about the club.
- Children enjoy playing with their friends and siblings.

It is not yet good because

- Management do not always keep documentation on the premises and this means it is not available for inspection, which is a breach of the requirements.
- Staff do not practise the fire drill regularly with children attending before and after school and during the holiday; consequently, some children are not familiar with what to do.
- Staff do not always extend children's learning with exciting and challenging activities, indoors and outdoors.
- The provider does not always use self-evaluation processes consistently to help identify how they can develop the provision and children's interests further.

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 spoke with the owner, staff and children at appropriate times during the visit.
- The inspector checked the safety of the premises.
- The inspector examined documentation including a representative sample of children's records and regulatory documentation.
- The inspector spoke with parents.

Inspector

Marilyn Joy

Full report

Information about the setting

Shipton Buddies Out of School Club was registered in 2006, it is privately owned. The club is situated in a portable building in the village of Shipton Bellinger in Hampshire. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 18 children on roll; of these two are in the early years age range. The club is open during school term time from 8am until 8.50am and from 3.15pm until 5.45pm and during some school holidays between 8.30am and 5.00pm. Children are taken to and collected from a nearby primary school. There are currently four members of staff working with the children; of these, three have relevant early years childcare qualifications at level 3.

What the setting needs to do to improve further

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

- ensure records relating to staff qualifications and first aid are easily accessible and readily available for inspection
- provide a range of challenging activities that incorporate children's interests and be ready to extend these with additional resources as children's interests change or develop, indoors and outdoors.

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

- develop self evaluation processes further to help identify areas for further improvement, such as, increasing children's independence or promoting their creativity further.
- strengthen all children's understanding of how to stay safe, for example, by practising the fire drill at different times of the day

Inspection judgements

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

Children play enthusiastically together. Younger children often join in with older children and, generally, become involved in their games. Children develop different storylines and pretend to be dogs and play catch with a toy. Sometimes children sit with their friends to play a card game. This simple game encourages children's mathematical skills as they

identify and match different numbers. Staff prepare some activities for children to choose from and at the beginning of the session talk to children about what is available that day. For example, staff explain that there are Christmas decorations to colour in and cut out. Children soon become engrossed in colouring in and concentrate well. They try to keep within the lines and add their names to their creations. This presents a relaxed opportunity for children to practise the writing skills they learn at pre-school and school. Staff have some links with the settings children attend which helps them reinforce topics introduced at other settings. However, staff do not have a clear process for finding out about children's interests so they can incorporate these into activities offered. Staff take children to the local school's Christmas Fayre. This helps children feel involved in fund raising events at their school and also introduces pre-school children to school events.

Staff encourage children to take the lead in making choices about what they want to do. However, this sometimes means that younger children are less sure about what to do and where to find resources. For example, when they are not joining in with older children's games they return to colouring because this is what is already set out. Staff support children well in this activity by sitting with the children and talking to them about what they are doing and their day at school. However, they are not always ready to extend activities or widen the range of opportunities available. For example, by extending the colouring with collage materials; offering a wider range of craft activities or initiating a game with younger children. When children choose something to play with staff enthusiastically join in. They help older children carefully balance objects on top of one another and remind everyone to be careful because it will soon be too high to balance and topple over. Children enjoy this game and squeal delightedly when the structure topples over.

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

Overall, the regular team of staff provide children with consistent support. Consequently, children are confident and secure in the welcoming environment provided. Children play well together and generally, there are opportunities for all ages to be involved. This helps younger children, in particular, develop confidence before starting school. Staff notice when games become more exuberant and energetic. They talk to children about whether this is safe and appropriate in a small space. This helps children learn how to behave in different situations and stay safe. Children follow simple rules for staying safe when walking to and from school. Staff help children understand about road safety by encouraging older children to hold their hands and keep together. Children use some of their energy when they walk to the club from school. However, staff do not always make full use of the enclosed outdoor play area in the winter even though the area is easily supervised. Consequently, children do not always have the opportunity to be active and run around at the end of a school day.

Children know the mealtime routines and follow good hygiene routines because they are well established. Children have some opportunities to practice their personal independence skills. For example, they wash their hands before snack and tidy their plates away when they have finished eating. Staff prepare a variety of snacks and pour children's drinks for

them. Staff gather information from parents regarding children's health and dietary requirements and make sure they comply with these at all times. Most information is recorded clearly so that it can be easily shared with all staff.

There are plenty of resources available and, generally, they are easy for children to access. Many are stored on open shelving so that children are free to help themselves. Resources are clean and well maintained.

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

The inspection found that there are suitable recruitment and vetting procedures in place. These include completing appropriate checks with the Disclosure and Barring Service to ensure staff are suitable to work with children. There are clear arrangements for ensuring that children are not left alone with any adults who have not had these checks completed. This helps keep children safe and protect them from harm. In addition, the provider seeks references for staff although her records of these are not thorough. New staff receive an induction and this is followed up with ongoing performance management arrangements, such as, staff meetings, regular supervision and appraisals. Most staff have appropriate qualifications. However, the provider does not keep records of staff qualifications on the premises so is unable to provide written evidence of this. Consequently, this is a breach of the requirements. Children's safety and care is not compromised because staff have an appropriate understanding their roles and responsibilities. Management and staff have a sound understanding of child protection issues. Since the last inspection they have improved their knowledge in this area. They have attended some training and know what to do if they have concerns about a child in their care.

Overall, the provider and staff implement suitable procedures to keep children safe and secure. They complete daily checks to help ensure the premises and equipment are safe and suitable. There are appropriate fire safety procedures in place and staff know what to do in the event of a fire. However, the fire drill is not regularly practised. Consequently, not all children are clear about what to do, particularly those attending before school and during the school holidays. This was a recommendation raised at the last inspection and although frequency increased initially this was not maintained. Consequently, the provider is not evaluating practice consistently to help them maintain continuous improvement. Likewise, the provider introduces measures to support children's care and development and compliment their learning at school. However, she is inconsistent in her approach to this. Consequently, not all children have a folder for keeping examples of their work and activities do not always fully consider the interests of younger children.

The provider and staff develop positive relationships with parents. Parents comment on the detailed prospectus they receive which provides them with information about how the club operates. They appreciate the opportunity to speak with the provider and staff when they collect their children and comment on how much their children like attending. The provider and staff develop some links with other settings children attend and, alongside

discussions with parents this helps staff adapt activities to support additional needs.

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	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	EY358372
Local authority	Hampshire
Inspection number	943258
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	16
Number of children on roll	18
Name of provider	Amanda Elizabeth Smitheman
Date of previous inspection	25/01/2011
Telephone number	0198 0843501

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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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