

Busy Buddies

West Hill Primary School, High Mount Street, Hednesford, CANNOCK, Staffordshire, WS12 4BH

Inspection date	12/11/2013
Previous inspection date	15/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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's personal, social and emotional development is a high priority. Children are happy and confident during their time at the setting.
- Children are effectively safeguarded because robust systems are in place to ensure all staff have a secure knowledge and understanding of child protection procedures, which ensures they act appropriately to safeguard children.
- Parents are very appreciative of the high standard of care and activities provided which contributes to a strong partnership.
- Staff are attentive to children's needs and build good relationships with the children in their care.

It is not yet outstanding because

- On some occasions the youngest children are not successfully engaged in activities to consistently promote learning and enjoyment within the session.
- Staff do not always maintain children's attention effectively within the registration session.

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/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 from written questionnaires sent out by the setting and by speaking to a large number of parents during the session.
- The inspector observed children in a variety of different rooms, undertaking a range of different activities.

Inspector

Julie Preston

Full report

Information about the setting

Busy Buddies registered under new ownership in 2010. It is privately run and managed and has strong links with local schools. It operates from the ground floor rooms of the school house at West Hill Primary School in Hednesford, Cannock. Children have access to an enclosed, outdoor play area. The setting serves children and families from the local and surrounding areas.

There are currently 46 children on roll, of whom 21 are in the early years age group. Children attend for a variety of sessions. The setting opens Monday to Friday during school term time and during school holiday periods. Sessions are from 7am to 9am and 3.15pm to 6pm during term time and 7.30am until 6pm during school holidays. The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language.

The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. They employ six members of staff who work directly with the children. Of these, three hold National Vocational Qualifications at level 3 and three are unqualified. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- review experiences provided for the youngest children to successfully promote learning and enjoyment consistently throughout the session
- review organisation of the registration session to allow children to remain focused and attentive throughout.

Inspection judgements

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

Staff demonstrate a good understanding of the Early Years Foundation Stage. They have a good understanding of how to meet children's play and development needs through the educational programme they provide and effective learning strategies implemented. This includes, a broad range of activities that cover each area of learning and ensures that the provision complements the main provision in school. Staff understand that they facilitate children's leisure time and provide open-ended activities so that children can set their own challenges. Children enjoy a wide range of activities. Staff plan well for children's future

learning by using their observations and information they gain from parents when children first start and by having high expectations for children in their care. Planning is regularly reviewed to ensure it is unique for each child and provides a range of stimulating and challenging experiences to promote most children's learning. Staff maintain clear records of observations undertaken on each child, which are linked to the areas of learning and include the next steps planned for them. Consequently, children make good progress towards the early learning goals. Parents are kept well-informed about their children's achievements, as there are daily opportunities for discussions with the staff within the setting. They also have access to their children's learning and development records. The staff support children with their homework when requested and work closely with parents on specific areas providing additional activities to support children's learning with parents at home when required.

Children happily come into the setting. They are excited to share their news with the staff, who greet them warmly. As children arrive from other schools, they are greeted by their peers who are pleased to see them. Children are familiar with the routines and move between rooms with ease. They independently choose from a range of activities and who they want to play with. As a result, children initiate their own learning and enjoy socialising with friends. Activities are planned with children's interests and abilities in mind. The management team plan activities using their knowledge of the children and information shared by the schools and keyworkers about what the children have been doing and their next steps. For example, the children have been learning about the significance of Remembrance Sunday and creating their own poppies. The links formed between those involved in the children's care helps to promote continuity in the children's learning and development. Progress in personal, social and emotional development is particularly good. It is strength of the setting, with children readily taking turns and showing consideration for others. Sharing toys and materials is common and children show by their attitudes, and in their cooperation, that they are fast learning the need to get on with others as part of a community. Staff are skilled at maintaining conversations with the children and answering their questions. They are genuinely interested in the children's opinions and thoughts.

Children enjoy expressing what they think and are confident to share their ideas with each other, staff and visitors. This builds on their communication skills. Staff have a good awareness of the group. They are aware of when to leave children to play on there own and when to join their play. As a result, most children are confident and independent in making their choices. However, the youngest children are not always engaged in play and this inhibits learning and enjoyment at times within the session. A warm and welcoming environment both inside and outdoors enables children to learn about a variety of mathematical concepts and supports development in such areas as understanding the world and children's early literacy skills. For example, displays include shapes, the alphabet, numbers, festivals children are celebrating and a wide range of photographs of children participating in activities within the setting. Children enjoy using the outdoor area to undertake specific activities, such as bug hunts. Activities are extended, such as collecting leaves and making leaf rubbings with them. This inspires children to use their imagination and increases their knowledge of the natural world.

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

Staff create a warm, friendly atmosphere in which children feel safe and secure, with secure bonds and attachments evident between children and staff. The play areas are child orientated, with low-level storage which helps children to become independent learners. Children's individuality is valued and the approach adopted by staff encourages children to have the ability to make choices and to start to think and act on their own. Positive behaviour is a given priority within the setting and this is evident in the consistent strategies and realistic expectations staff have for the children. For example, they work with children and parents using reward systems to help support children and families to effectively manage a range of children's behaviour. This helps them to learn about what is acceptable behaviour and supports their understanding of how to manage their own behaviour. Children usually follow staff's instructions and requests, and are often kind and helpful. For instance, they assist with tidying up after meals and putting away toys. Their confidence and self-esteem is continually nurtured through the positive praise and encouragement they receive from the staff. However, children's attention is not consistently maintained during the registration session and this leads to disruptions within the session.

Staff act as effective key persons for the children in the group. Staff know the children very well and are attentive to their interests and friendships. Staff help children to feel settled and confident by facilitating them to make friends from other schools, across the age groups and encourage shared interests. Settling-in procedures are flexible and parents are able to stay with their children to ensure they are happy and settled. Staff also support transition well between the setting and other schools children attend having established effective links to enable a two-way flow of information. As a result, children are confident and feel a strong sense of belonging.

Children's care, health and welfare are very high priorities for the setting. For example, children benefit from well-prepared and nutritious meals, and enjoy the opportunities to play outdoor which benefits their physical health. Children are asked to wash their hands before meals, and staff provide simple explanation as to why this is important. This effectively promotes their understanding of personal hygiene. Children learn how to keep themselves safe. Staff sensitively reinforce safety rules and share information within activities about such things as road safety and stranger danger. Children are offered a healthy lifestyle in the setting. They play a wide variety of active games to help them let off steam after a day in school. These include, a range of outdoor games, participating in action rhymes and participating in outdoor play sessions. An emergency evacuation procedure is in place which is practised with the children. This means that children are familiar with the procedure to follow in the event of an emergency.

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

The manager has a good understanding of the Statutory framework for the Early Years Foundation Stage, including her responsibility to meet the learning and development requirements. She has a detailed knowledge of the safeguarding and welfare requirements which ensure children are effectively protected. Well-established and effective procedures are in place for safeguarding children. All staff complete safeguarding training so they are fully aware of what to do should they have concerns about children in their care. Constant supervision of children is also in place to monitor their safety at all times whilst attending the setting. High priority is placed on protecting children's welfare. All staff are first aid trained so they know what to do in case of an emergency. Recruitment procedures are robust and required levels of qualification are consistently maintained. All staff are suitably vetted, resulting in children being effectively safeguarded. New staff receive a thorough induction to make sure that they are supported to understand their roles and responsibilities. Performance management is monitored and staff have a clear understanding of their roles and responsibilities, resulting in the children having good quality care. Professional development is encouraged and highlighted through regular discussions and appraisals. Staff are able to enhance their skills by attending regular training accessed through the local authority and through participation within in-house training sessions provided.

A comprehensive range of policies, procedures and records are maintained, such as records of insurance and driving licences for staff transporting children, whistle blowing procedures, a safeguarding policy and complaints procedures. These are in place and thoroughly understood by all staff. This means they are clear about their roles and responsibilities to ensure welfare of children and the smooth running of the setting. Risk assessments are robust to support children's safety within the premises and on outings/collection. Self-evaluation identifies areas for development, as well as strengths as it takes account of the views of staff, children and parents. Parents and children are invited to evaluate the provision via an annual questionnaire and informal discussion. The manager supervises staff and works alongside them in the club, so has a strong understanding of their skills. The management team consistently evaluate the planning and monitoring of children's progress to effectively support the individual child and work towards closing any gaps in individual learning. The manager can also act as a mentor for staff. The team work together to evaluate each day and the activities provided, sharing information together within weekly staff meetings where they discuss and reflect on practice. This enables them to identify further strengths and any areas for improvement.

Parents speak very highly of the quality of relationships that staff have with the children and the variety of activities. Staff give good verbal feedback to parents when they collect and include information from the teachers so that parents stay well-informed. This effective two-way sharing of information means that staff are able to shape their planning according to children's individual needs and interests. Parents can easily access the policies and procedures as they are freely available to them at the setting. This underpins a strong partnership with parents. Staff also work closely with the teachers to make sure that they know how the child's day has been and are knowledgeable about school life. This enables staff to meet children's individual needs and give consistent care. The staff team provide a friendly environment in which children are able to learn through play and exploration.

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	EY416698
Local authority	Staffordshire
Inspection number	938384
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	46
Name of provider	Beverley Krucien
Date of previous inspection	15/12/2011
Telephone number	07540149908

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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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