

Buddies Club

Freelands Grove, Bromley, Kent, BR1 3LH

Inspection date

Previous inspection date

21/10/2013

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 enjoy their time at the after-school club and benefit from a good range of activities that promote their learning while they have fun.
- Children demonstrate a good sense of belonging within the setting because they have close, friendly relationships with the staff.
- Children develop good communication and language skills because staff interact effectively with them as they play.
- Good partnerships with parents and the children's teachers mean staff have good details about the children to meet their individual needs.

It is not yet outstanding because

- Children do not have a cosy area to relax after school because the book area is not particularly comfortable and has few resources to enable to children to rest.
- Staff do not always make the most of opportunities at mealtimes to strengthen children's independence skills. Occasionally, staff stop children's activities for mealtimes which limits children's playing and exploring.

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 made observations of the children while they were playing.
- The inspector talked with the children.
- The inspector talked to the staff and manager.
- The inspector looked at policies, procedures and documentation related to the complaint.
- The inspector spoke with several parents

Inspector

Sarah Morfett

Full Report

Information about the setting

Buddies Club registered in 2013 and is privately owned. The club operates from two rooms within Northlands Day Centre, for people with multiple sclerosis. The club is located in Bromley, within the London Borough of Bromley. All children share access to two secure enclosed outdoor play areas. The setting provides a breakfast club and after school club that is open each weekday from 7.50am to 8.55am and from 3.20pm to 6pm term-time only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting employs six staff on a full and part-time basis, of whom three staff, including the provider, hold appropriate early years qualifications at level two and three. The setting has 60 children on roll. Of these, 14 are in the early years age group.

What the setting needs to do to improve further

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

- review the arrangements for provision of a book area to make it a more cosy place where children can relax and rest quietly after school if they need to
- review the organisation of children's teatime so that it further promotes their good independence skills, for example, by involving them in the making and serving of food and drink, and so that it does not interrupt their playing and exploring time.

Inspection judgements

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

Children enjoy a good range of activities that cover all areas of learning well. Staff have a secure understanding of the Early Years Foundation Stage and how activities can support children's learning and development. Staff speak with parents before children start and gather good quality information about children's individual needs. They also have a good two-way communication system with the children's teachers. Children in the early years age group benefit from an effective key person system. The key person makes observations of the children taking part in activities and links these to the areas of learning. This means the staff can plan experiences for children that extend what they are learning in school. In addition, this helps children to make good progress in relation to their age and stage of development.

The staff realise children have a challenging day at school and aim to provide activities

that enable them to have fun and relax as well as support their learning effectively. For example, staff set up activities that challenge children's mathematical skills, such as puzzles for problem solving, matching and sorting games and constructing with large and small bricks. Children thoroughly enjoy using their imaginations as they act out different roles, pretending to be 'mums' and 'dads' in the role-play areas. Consequently, they learn to make sense of the immediate world around them. Children demonstrate good language skills as they describe the structures they are making. Two children explain they are building a dinosaur theme park. Together they discuss where things should go, and explain the reason for the figures they place in the park. For instance, they say they need a police officer to help protect the people who are going to the theme park. This shows children have a good understanding of safety and of the people who help us. Staff interact well with the children, chatting to them about their day at school. They ask questions that make children think and offer challenge by asking them how they can do things and 'what might happen if...?' This means that staff use effective teaching methods to support children's ongoing learning.

Staff develop positive partnerships with parents and the school children attend. They establish links with children's teachers through use of a contact book where staff and teachers share relevant information about children's achievements. Daily discussions with parents support a shared approach to children's learning, as they discuss what children have done at the club. This means good two-way communication with parents is established and they are effectively involved in children's learning.

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

Children have friendly relationships with the staff and each other. They confidently chat to staff about things that are important to them and receive praise and encouragement for their efforts. This means they gain a good sense of belonging in the club. There is a good range of toys and resources for the children to play with. Staff set these out once they have returned from the school collection and make sure that children have a say in what they play with. Children can use an outside play area so they can be active, and move freely inside to make choices about what they play with. However, children have limited access to an area where they can sit and relax, to look at books and rest after their school day if they wish. Children behave well in the club. Staff speak with them about any issues by getting down to children's level, making good eye contact and discussing ways they can sort out the situation to benefit both children. Staff reinforce children's good behaviour with lots of praise and encouragement which makes them feel valued and confident.

Staff help to promote children's understanding of safety effectively by reminding them about the safety rules, such as not running around inside. The children learn very good roads safety rules as they walk to and from school. Staff operate a 'walking bus' to transport children to and from the school. The children are given clear instructions about staying in pairs, and all wear a high visibility jacket so they are instantly recognisable. Staff ensure they are deployed effectively to keep children safe by placing themselves at the front, back and in the middle of the group. This means they can supervise children

easily. The children know that they need to be quiet to hear the traffic and must stop, look and listen before crossing the road. Staff stand either side of the groups as they file through them to ensure children are safe from traffic. This means that the children learn to keep themselves safe as they walk along the road.

Children enjoy a healthy snack at teatime. They can make choices about what they eat as their 'orders' are taken before the tea is made. Staff make up their snack, for example children enjoy French bread with a variety of fillings, some cucumber and tomatoes on the side, fruit and a drink. While the snack is healthy and nutritious, children are not able to make their own food or serve themselves drinks. Consequently, staff do not always make the most of opportunities to strengthen children's independence skills. In addition, children are called up to eat in groups which means they have to stop what they are doing to go and eat. Therefore, their playing time is interrupted and means they do not always have time to persevere in a particular task that interests them. Overall, children are happy and settled in the after-school club enjoying themselves and relaxing after school.

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

Children's safety is given high priority. There is a good range of procedures in place to ensure children are cared for in a safe and secure environment. For instance, clear procedures are in place so that parents are aware of the safety of their children while walking to and from school. The lost and uncollected child policy is suitable, and staff are aware of the steps to take in the event of a child going missing or not being collected. Risk assessments are carried out on all aspects for the service, such as the inside of the building, activities and the 'walking bus' procedures. Staff have a secure understanding of the safeguarding and welfare requirements. For example, they know what to do should they have a concern about the welfare of a child. They demonstrate a good understanding of the child protection policy and procedure that includes reporting allegations of abuse against an adult in the setting, and a whistle blowing policy to ensure children are thoroughly protected.

There is an effective induction, recruitment and vetting system in place that is successful in ensuring staff are suitable to work with children. All staff hold appropriate childcare or play work qualifications and have current first aid certificates which means they know how to act in the event of an emergency. The manager monitors staff performance through regular supervision and appraisals to identify training needs, help staff support children, liaise with teachers and monitor children's development and progress. The manager ensures that the ratios of adults to children are always meeting the requirements. Staff deploy themselves effectively throughout the session, moving around to be with the children, so they can help and interact well with children and therefore enhance their learning experiences. The staff team works effectively together, holding regular meetings to discuss children's individual needs. Staff speak to parents about their views on the service and children are able to express their likes and interests through discussions with the staff. Regular meetings give staff time to discuss areas they feel need improving and changing to further improve outcomes for children. This reflective practice shows they are

committed to regularly evaluating the service they provide and maintaining a good rate of improvement.

There are well established partnerships with parents. Staff share verbal details of children's well-being each day. Parents are kept well informed of what is happening in the after-school club through a newsletter that gives them details of activities children are taking part in. Parents report they are well informed of the progress their children make through the daily verbal discussion. They say they have been very happy with the range of information they have received about the aims for their children within the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY468605
Local authority	Bromley
Inspection number	939357
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	50
Number of children on roll	60
Name of provider	Tracy Margaret Flynn
Date of previous inspection	not applicable
Telephone number	07956587009

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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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