

Buddies Playsafe Club

Beaumont Primary School, Old Lodge Lane, Purley, CR8 4DN

Inspection date

Previous inspection date

04/08/2014

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

- All the children benefit from indoor to outdoor free-flow play opportunities.
- All the children play well together and show each other respect, regardless of their age differences.
- Staff meet children's individual play needs well.
- Children and staff make good use of the local community and its amenities.
- The record-keeping systems are well organised and informative.

It is not yet outstanding because

- There is fewer resources available in the outdoor areas to help children extend their play experiences 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 observed children and childcare practices and reviewed relevant documents.
- The inspector spoke to management and staff.
- The inspector spoke to children and carried out a joint inspection with the manager.
- The inspector provided feedback to the manager and registered person.

Inspector

Mary Vandeppeer

Full report

Information about the setting

Buddies Playsafe Club registered in 2012 and re-registered in 2014 due to a change in status. It operates from Beaumont Primary School in Purley, near Croydon. It is owned by Jancett Childcare and JACE Training Ltd. The children use a playroom with designated outdoor areas and the school hall at different times during the week. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 100 children on roll, of whom; four are in the early years age group. The club is open each weekday from 7.30am until 9am and 3pm until 6.15pm during term-time only. In the school holidays, the club operates from 7.30am until 6.15pm. The club supports children with special educational needs, and/or disabilities and children who learn English as an additional language. The club employs seven staff, of whom, six hold appropriate play work or early years qualifications.

What the setting needs to do to improve further

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

- enhance the resources made available to children outside, so they can extend their play opportunities.

Inspection judgements

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

The manager and staff display a sound knowledge of the requirements of the Early Years Foundation Stage and how to apply them effectively. This benefits the children in the early years age group who attend, resulting in a positive impact on the children's progress and development. Staff are efficient in taking account of the children's individual skills and interests as well as from liaising with the relevant reception teachers. This enables the setting to provide continuity of learning in an age-appropriate and stimulating environment. It is clear that all the children are happy and enjoy their time here. The flexible educational programme caters for all areas of learning, with special attention given to children's personal, emotional and social needs, communication and language, and physical development. Children are making good progress and all have reached their early learning goals.

Children make good use of their time, using their imagination to create different role-play scenarios, for example, home and school. However, when outside, resources are not so easily accessible. Children enjoy talking in groups about what they have done or where they have been recently. Although there is wide age range attending this setting, children are at ease and happy in each other's company. They are learning that everyone deserves respect and acknowledging their own differences. Staff often plan popular activities that

encourage children to work together. For example, playing team ball games, being creative with recycled materials, painting and preparing meals and snacks. There is good range of resources and activities available; they are easily and freely accessible indoors for all children. Overall, children have opportunities to make choices in how they spend their time and to initiate their own learning. Some children are keen to practise their learning from school. They are able to further develop their reasoning and thinking abilities. Children display a positive attitude towards their time spent at the setting.

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

All the children are greeted warmly as they arrive at the setting. The staff use their knowledge of each child to engage them in meaningful conversations. Children demonstrate very clearly that they feel happy and safe when at the setting. They are eager to go off and play together when they arrive. Staff interact well with the children and use effective care practices. This means that they are accepted for who they are and feel comfortable and emotionally secure.

Children display a good knowledge of the setting's routine and get themselves into groups for activities; such as role play or outdoor play. The adults and children clearly enjoy each other's company and get on very well. As a result, everyone is able to participate and negotiate what they would like to do. Children display a helpful attitude and behave positively towards each other. This shows that staff are good role models for the children; they are always polite and give good and caring attention towards them. Staff are always on hand to sort out any disagreements, enabling the children to learn important personal and social skills.

Children's safety and well-being are given good priority by the provider. Staff carry out health and safety checks of the premises to keep hazards to a minimum. Children and staff regularly practise the setting's emergency evacuation procedures, which are evaluated afterwards, enabling children to have a good understanding of how to keep safe in an emergency.

Children engage in physical play activities both indoors and outside. This helps their understanding of the importance and effect physical activity has on their bodies. Children enjoy balanced and nutritious meals and snacks, which they can often choose for themselves. This helps to promote healthy eating. Children are also able to help prepare snacks. Fresh drinking water is available at all times, which also contributes to children's healthy diets.

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

The company who run the setting is experienced and qualified in managing out-of-school provisions. This after school provision is operated professionally and organised efficiently. Experienced and qualified staff are employed to care for children. They demonstrate a

good understanding of the safeguarding and welfare requirements. Staff are able to effectively promote the welfare and well-being of children. They have attended recent training and are aware of the recently updated policies and procedures. The management and staff team demonstrate a good understanding of their responsibilities towards the protection of children. There are robust and efficient recruitment and vetting procedures in place, helping to ensure all those working with children are suitable to do so. Any new members of staff are expected to participate in an induction programme and are monitored appropriately. Effective staff development programmes keep everyone up to date with new training opportunities. Staff feel they are listened to and are encouraged to express their opinions and ideas at regular team meetings and one-to-one supervisions. This results in positive contributions to the future improvement and success of the setting.

The management team and staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They display a clear knowledge about how children learn. Children in the early years age group receive effective support and key staff discuss the children's progress and class projects with reception teachers at school. This means other activities can be planned to extend and develop children's skills in different areas.

The provider has developed a self-evaluation system to help ensure the operation of the setting is regularly reviewed to ensure improvements are made which benefit the children. For example, children's views and ideas are regularly sought and they are able to have a say in what activities are provided. Parental involvement in their children's time at the setting is always encouraged. They have given their views through feedback and they are very positive. This shows the setting has a sound commitment to working in partnerships with parents and others to meet the needs of the children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY470015
Local authority	Croydon
Inspection number	957326
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	18
Number of children on roll	100
Name of provider	Jancett Childcare and JACE Training Limited
Date of previous inspection	not applicable
Telephone number	0206 691725

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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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