

Buddies Out of School Club

Sunnyfields Primary School, Roses Crescent, Scawthorpe, DONCASTER, DN5 9EW

Inspection date

23/09/2014

Previous inspection date

08/01/2009

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

- The staff have a good understanding of their responsibilities for protecting children. The staff implement robust safeguarding and child protection procedures, which helps to ensure children are safe within their learning environment.
- The staff promote children's emotional well-being well. As a result, children are happy and settled.
- The staff accurately assess children's progress and use the information to plan effectively for their individual learning needs. As a result, children make good progress across all areas of learning.
- The partnerships with other early years providers are successful. As a result, staff complement what children are learning in other settings they attend.

It is not yet outstanding because

- Children new to the setting are not always able to identify what resources are available because of the way they are stored. This restricts their free choice.
- Staff do not always fully consider ways in which parents may contribute to the setting in order to enhance children's learning and care experiences.

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 activities in the two play rooms.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the settings self-evaluation form and improvement plan.
- The inspector held discussions with children.

Inspector

June Rice

Full report

Information about the setting

Buddies Out Of School Club is one of three privately owned clubs. It registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the campus of Sunnyfields Primary school in Scawthorpe, near Doncaster. Buddies Out of School Club and serves the immediate locality and also the surrounding areas. It operates Monday to Friday, 7.30am until 8.55am and 3.25pm to 5.45pm during term times. During school holidays, Buddies Out Of School Club is open 7.30am to 5.45pm. Children attend for a variety of sessions. Children are cared for across two rooms and have access to an outdoor play area. There are currently 42 children on roll of whom 15 children in the early years age range. There are 10 staff working directly with the children, of these seven hold appropriate early years qualifications at level 3 and above. Buddies Out of School Club 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:

- widen the already good opportunities for children to independently select resources and make their own choices about what they want to do by, for example, labelling storage boxes so that all children know what is readily available
- maximise the opportunities for parents to contribute to how the setting operates by, for example, providing opportunities for them to be involved in the review of the setting's policies and procedures.

Inspection judgements

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

Staff know the children well and they have a good understanding of what children can do. They observe and assess children's progress in all areas of learning. Staff plan a good range of activities that are purposeful and developmentally appropriate. They work closely with parents and other providers and this helps them to complement what children are learning elsewhere. For example, they effectively use the information teachers provide about what children are learning in school, to inform their planning. As a result, children make good progress.

Staff place an firm emphasis on supporting children's personal, social and emotional skills, physical skills, and communication and language. Parents know who their child's key person is and are happy with the information they are provided with about their children's progress. This helps them to support their children's learning at home. Staff invite children to help them plan activities on a regular basis. As result, children remain motivated to

learn through play as they relax after school.

Staff demonstrate a good understanding of how children learn. They model thinking out loud, use questions that have more than one answer, and give clear instructions. This helps children to develop their thinking, listening and communication skills. For example, staff introduce counting, measuring and colour as they invite children to measure ingredients for a bun mixture. They ask children 'what comes next?' and 'what colour bun case do you want?'. Staff are led by what children are interested in. For example, they accommodate children's wishes to watch the buns go into the oven and extend this interest by giving them the responsibility of timing the cooking time. Children are supported in developing their self-help skills. They are encouraged to fasten their own shoes and coats and help themselves to a drink when they are thirsty. This builds on the skills children are acquiring as they embark on their first year in school.

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

Staff teach children about eating healthily and encourage them to prepare their own snacks. They invite children to discuss and agree what snacks they are going to have the following week and talk to children about making healthy choices. Staff plan an environment that promotes children's independence overall. Resources are age and developmentally appropriate and most children are able to select them for themselves. However, there is scope to further enrich the independence and choice of children new to the setting. For example, the current system of labelling of resources does not always make it clear to children what is available. Consequently, newer children are not sure of what is available to them. Staff provide lots of opportunities for children to run, climb and compete in outdoor activities. Inside, children are provided with soft landing mats to aid them as they proudly show off their gymnastic skills. This promotes children's confidence and healthy lifestyle.

Staff teach children about good hygiene practice. For example, they remind them to wash and dry their hands thoroughly after using the toilet and before preparing food. As a result, children learn to be responsible for managing their own personal hygiene. Staff teach children how to keep themselves safe. For example, they explain why they have to keep a safe distance from the oven. Staff also explain to children the reason why they should not eat the raw bun mixture when they are baking. This teaches children to learn how to manage risks and behave in ways that are safe for themselves and others. Staff are good role models, they are friendly and talk to each other with respect. They have high expectations for good behaviour and encourage children to join each other in play. Consequently children learn to share, take turns and to respect one another.

The key-person system is well embedded and the settling-in process is effectively managed. This helps to ensure children quickly become familiar with the setting and help parents and children develop the confidence to separate. Children show through their body language that they are happy, safe and secure. They have developed a good relationship with the staff that care for them. Children turn to staff for support and guidance. This shows children have built trusting relationships with staff.

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

Staff demonstrate a good understanding of child protection and are confident in their ability to effectively implement procedures in order to protect children. Recruitment procedures help to ensure that all staff working with children are suitable to do so. This helps to protect children from harm. All required documentation is in place. Robust risk assessments clearly identify possible hazards and the action taken to reduce any risks to children. Premises are secure and staff ensure that they effectively monitor the entrance to the setting as children and parents arrive and leave. This prevents unauthorised visitors entering and children leaving unnoticed. As a result, children are kept safe.

Staff's practice and its impact on children's learning and well-being is well monitored. The manager completes annual appraisals and holds regular supervision meetings with staff. This ensures that staff are suitably mentored and demonstrates a commitment to continued improvement. Staff work closely with parents, external agencies and other providers in order to support children and their families. Staff understand the requirement to complete a progress check for children between the ages of two and three years should children in that age group attend the setting.

Overall, leadership and management effectively reflect on the quality of the care and education they provide for children. However, managers and staff do not always fully consider how parents may contribute to how the setting operates, for example, when policies are being reviewed. Consequently, they do not draw on the views and skills of parents to enhance the provision for the benefit of children. Staff attend meetings where they discuss the planning of activities and children's requests. As a result, children's individual needs are met effectively. Staff successfully engage with other settings children attend. Consequently, information about children's care and learning is appropriately shared. Staff have good relationships with parents. They inform them about their children's learning and development and offer them ideas about how they can continue with their children's learning at home.

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	EY373429
Local authority	Doncaster
Inspection number	858190
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	42
Name of provider	Andrea Adams
Date of previous inspection	08/01/2009
Telephone number	01302 780386

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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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