

# Barnwood Buddies Out of School Club

St Nicholas Family Centre, Chargrove, Yate, Bristol, South Glos, BS37 4LG

<b>Inspection date</b>	17/11/2014
Previous inspection date	02/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff plan a wide range of activities which engage children and capture their interests.
- Staff promote positive behaviour and as a result, children interact well together and take turns.
- Staff promote children's independence, which supports them to make their own choices in play, share their ideas and do things for themselves.
- Staff teach children good social skills and are good role models for children.
- Staff liaise with the school and parents to meet children's individual needs so they feel secure and settle well, this creates an inclusive environment.
- Leadership and management ensure there are consistent policies and procedures for staff to follow and support staff well.

### It is not yet outstanding because

- Staff are not always fully successful in working in partnership with the school when planning activities to complement the children's learning.
- Staff do not always seek enough parental feedback about the service to enhance the self-evaluation process to further improve outcomes for children.

## **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 main playrooms, sports hall and on the walk from schools to the club.
- The inspector looked at documentation, including a sample of children's records, planning, safeguarding procedures and staff suitability records.
- The inspector took account of the views of parents, staff and children spoken to on the day of the inspection.
- The inspector held a meeting with the manager and discussions with the responsible person.
- The inspector invited the manager to carry out a joint observation.

## **Inspector**

Dominique Bird

## Full report

### Information about the setting

Barnwood Buddies Out Of School Club registered in 2003 and is run by a voluntary management committee. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 78 children on roll, of whom seven are in the early years age group. The club operates from several rooms in St. Nicholas Family Centre in Yate, South Gloucestershire. There is disabled access and associated facilities. School collections are made from several local schools either by minibus or walking. The after school club is open each weekday during term time from 3.20pm to 6pm. The holiday club opens from 8am to 6pm Monday to Friday during school holidays. Children come from the local area and the club welcomes children with special educational needs and/or disabilities and children who speak English as an additional language. The club employs nine members of staff. Of these, six hold relevant qualifications at level 3 or above, one holds Qualified Teacher Status and two are unqualified.

### What the setting needs to do to improve further

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

- enhance links with the early years school staff so that future activities further complement the learning children receive in school
- extend communication systems to encourage parents to share their feedback about the service to enhance the self-evaluation process.

### Inspection judgements

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

Staff arrive early to have team discussions, organise resources and prepare the playrooms. This is so that activities and the rooms are available and ready to make it welcoming for children when they arrive. This means children are happy and interested in what is on offer. Staff provide children with a range of activities that effectively supports their learning in all areas. Children independently organise their own snack in groups before they engage in the activities. They help to prepare their snack and all choose toppings to spread on their toast. This helps to promote the children's independence as they learn to do things for themselves. Sitting at the snack table, children enjoy talking to their peers and older friends.

Children select from the range of resources in all rooms, which are set up and stored so they can easily see what is on offer. Staff encourage the children to make free choices

about what they would like to do. During the inspection, children engaged in a messy play cornflour gloop mixture activity, which they had previously chosen, as they get to plan their own activities in children's planning meetings. As a result of being involved in the planning it was a popular activity that many children enjoyed. Children worked well together and discussed their ideas with one another and staff. They paid close attention to what they were doing; they concentrated well and were deeply engaged in the activity. They had different scents and colours to choose from or they could just mix and explore the gloop using all of their senses. This activity helps to develop children's mathematical development and expressive arts and design skills. The children showed an understanding of quantity as they measured the ingredients and patterns as they explored with their hands and made patterns in the gloop. The staff asked questions about the children's ideas to help them to think deeply. This builds the children's self-esteem and communication skills, as they shared their ideas and used describing language to help staff understand what they were doing. Children shared their ideas with staff and helped to make decisions. Staff celebrated children's choices, and this helped to create a good atmosphere, where staff and children enjoyed playing together.

Children display high levels of involvement in their play and have access to a good range of toys and equipment to support their learning and play. In the quieter playroom, children enjoy colouring picture templates and drawing pictures. They explore making marks and patterns using a variety of materials. They fully engage and concentrate on what they are doing. This activity gives children the opportunity to develop their literacy and creative skills. They write their names, which enables them to develop their writing skills. Staff understand how young children learn and develop, and use their observations to plan and tailor the environment to reflect children's interests. They work with the schools that children attend, to provide fun activities in the club. However, the information they gather is not always thorough or on a regular basis. This is to help to ensure that planning remains up to date, in line with the school themes and topics to provide consistency in children's learning and development.

Children particularly enjoy a range of games that staff make fun and relevant for them. For example, children play team-building games in groups where they have to make marshmallow towers with sticks and marshmallows. This extends their learning because staff encourage them to use their knowledge to solve problems and develop their social skills, as they work together to reach a common goal. Children have good opportunities to learn about social skills, such as taking turns in conversations with staff and their friends. As a result, they are enhancing their social relationships with others.

Staff's involvement in activities is attentive and respectful. They offer challenge and extension for the children, but also know when to step back so that children can develop their independence and lead their own play and learning. Staff ask children questions about what they are doing and encourage them to communicate their ideas and think critically. This is helping children to develop confidence and try new things as it gives them a sense of satisfaction when they make achievements.

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

Children are happy and secure, and have good relationships with staff and their friends. They know the names of all of the adults, and supportive staff attention and interactions show that children form positive and trusting relationships with them. When children start at the club, staff collect information from parents about children's care needs. As a result, staff get to know children well and they work together to ensure they meet the children's needs so they settle well. Staff from the club collect the youngest children from a member of school staff at the end of the school day, who shares information for them to feed back to parents. Staff are warm towards children and pay extra attention to the new and youngest ones to help them feel secure. This creates a friendly environment for the children. There is an effective system in place where key staff are linked to schools and so all staff know each of the children that attend that school well. The younger children are well supervised to ensure that they are safe, and staff pay particular attention to them during routines, such as when walking to the club from school. This means that extra support is available to them if they need it.

Children behave well because they are engaged and busy doing activities that interest them. They follow the club's rules, which they know well and they refer to spontaneously with their friends as they play. Children learn effective ways to manage their feelings. Staff manage children's behaviour in a positive way. They are good role models, and help children to develop key skills needed for their future learning. Staff teach children to take responsibility for their personal safety on the walk from school and support them to develop a good awareness of how to be safe. For example, regular fire drills take place so children learn to evacuate the premises quickly and safely in an emergency. Staff encourage children to think about how well they listened or followed instructions during the drill.

Staff promote children's health well. Children have opportunities to play outdoors and they benefit from fresh air, with the freedom to move around on a large scale in the sports hall, to let off steam and run around after a busy day at school. Staff play ball games with children, which teaches them about rules and allows children to exercise and practise their physical skills. Food preparation and snack times demonstrate good hygiene procedures. Staff have attended food hygiene training to promote this effectively. Children's independence skills develop through everyday routines, such as dressing themselves.

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

Staff and committee members have a good understanding of their roles and responsibilities to protect children from harm and safeguard their welfare. All staff complete regular and ongoing child-protection training to keep their knowledge up to date. Staff who are qualified in first aid are deployed effectively so that they are on hand to provide first-aid treatment in the event of an accident or incident. Management maintains comprehensive policies and procedures, which they share with all staff during their induction. Policies and procedures are available to parents so they are aware of the practices staff follow to keep their children safe and well cared for. Robust recruitment

and vetting procedures are in place to ensure that all staff working with children are safe and suitable. Appraisals and staff meetings help to ensure that staff have appropriate training and support for their role. The professional development of staff is supportive, encouraging staff to attend training on a variety of subjects. This helps staff to keep up to date, to successfully promote children's care and learning needs.

The leader, committee and staff have a good knowledge of how to promote children's learning and development because they have appropriate skills and qualifications. The parent committee has a range of expertise, which helps them to share good practice and develop their skills. Management monitors the activities and delivery of them well, which ensures that all children are supported to make good progress in their overall learning and development. Staff are mindful that children have been at school all day and that their time at the club is for them to have fun and enjoy the activities or have rest. Through planning, they include a range of activities and experiences that cover all areas of learning, are fun and offer children choice linked to their interests.

Self-evaluation works well. Management draws up an evaluation each year, which they monitor, review and update at staff meetings. However, staff do not always consistently seek regular parental feedback about the overall service they receive, to further enhance the self-evaluation process. Staff monitor the activities and children's interests each week to gauge children's learning experiences and responses. This means the club has a sound awareness of what they do well, and areas to focus on to promote continuous development.

Overall, partnership with parents and other settings the children attend is good. Parents comment positively on the 'flexible staff team'. They state that they are 'very pleased that children are always included and happy'. Staff communicate with parents daily so they are aware of what their children have been doing. Parents have access to an effective information display board and website to communicate with the club.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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	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

<b>Unique reference number</b>	EY270526
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	847157
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Barnwood Buddies Out of School Club Committee
<b>Date of previous inspection</b>	02/06/2010
<b>Telephone number</b>	07901577160

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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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