

# Shipton Buddies

The Old Pre-school, Muscott Close, Tidworth, SP9 7TX

<b>Inspection date</b>	01/12/2014
Previous inspection date	09/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- There is good and swift attention to child protection, with staff having a full understanding of their responsibilities to safeguard children.
- Children show confidence and enjoy their leisure time, making play choices with older children and siblings alongside them.
- Relationships between parents and staff are positive. Information sharing sufficiently supports children's needs.

### It is not yet good because

- The key-person role is not well established to ensure children's needs are consistently and effectively met.
- Staff do not plan and organise play resources and spaces well enough to create a rich and inviting environment to meet the youngest children's needs effectively.
- Systems for improvements are not robust enough because routines, such as snack time, do not consistently build on children's knowledge and skills.

## 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's play and learning activities and staff's interactions with them.
- The inspector invited the manager to undertake a joint observation.
- The inspector had discussions with the manager and looked at documents relating to leadership and management.
- The inspector spoke to some parents to gain their views of the club.

## Inspector

Lorraine Wardlaw

## Full report

### Information about the setting

Shipton Buddies Out of School Club was registered in 2006. It is one of two privately owned and managed settings by the same provider. The club is situated in a portable building in the village of Shipton Bellinger in Hampshire. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 11 children on roll; of these, six are in the early years age range. The club also cares for older children up to Year 6. The club is open during school term time from 8am until 8.50am and from 3.15pm until 5.45pm and during some school holidays between 8.30am and 5.00pm. Children are taken to and collected from the village primary school. There are currently five members of staff working with the children; of these, three have relevant early years childcare qualifications at level 2 and above.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the key-person role to help ensure that every child's care and play is tailored to meet their particular individual needs well and to build a strong relationship with their parents.

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

- ensure self-evaluation and improvement is clear, successful and well-focused with emphasis on improving the snack-time routine
- improve the organisation of resources and the quality of play experiences to meet the needs of the youngest children,

## Inspection judgements

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

Children are happily occupied in their leisure time after their busy day at school or pre-school. They show confidence playing with or alongside their older siblings and friends. Children make some choices from the play resources and equipment on offer to them in the warm sole-use playroom. However, not all play spaces are rich, stimulating and age-appropriate for them, particularly for the very youngest children. For example, they go into the outdoor area, wishing to play with the toy kitchen and washing machine but there are very few other play resources for them to use; some are located in the indoor store

cupboard. Staff do not organise role-play resources well, in a way that offers good quality play experiences to the children. This means children's imaginative and collaborative play is restricted. However, there are opportunities to take turns during games, such as putting coloured discs in Four in a Row. The staff team members are caring and understanding with the children. When time allows and they are not supervising older children, they sit and play games with the younger children and interact with them to promote listening, talking and social engagement with others. However, opportunities are missed during snack time to promote children's personal independence skills and conversations with their key person. This is because the adult prepares the snack after children verbalise their choices to her and then sit with the older children to eat. The club has recently trialled a better way of snack time organisation on a Friday, with more involvement of the children.

Although children enjoy their play experiences at the club, they cannot always make good play choices using their own preferences. This is because of how the room is planned to meet their needs. For example, the quiet area has an excess of DVDs stored alongside books which cannot easily be seen by the youngest children attending. This means they cannot always re-visit favourite stories and books, to share with friends and the staff. The planning of the play programme is not fully responsive to children's needs and interests. However, during Christmas activities, children have fun making Christmas trees with a variety of media and materials. They enjoy mark-making their own pictures to their own design and colouring in pre-printed Christmas pictures. For example, they folded the paper and talked confidently about the aeroplane they made to the older children on the table. The staff observe and talk to children at play to understand their needs. However, the information gained is not used well to plan good quality play activities that individual children enjoy. The manager works together with staff who also work in the Reception class and therefore some information is shared about children's needs. Overall, children develop appropriate skills for the next stage in learning.

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

All children and their families are warmly welcomed into this wrap-around school provision by the staff team. Children come in with self-assurance and talk about the Christmas decorations they can see and touch, put up by the manager. Each young child is assigned a designated person to take special care of them and help them settle into the club. However, the staff are not confident in this role and parents are unaware of who their child's key person is. This means that staff do not always ensure children's care and play are fully tailored to their individual needs through frequent interaction with them, effective observation and liaison with children's parents. All children, however, feel emotionally secure and happy because of the strong relationships they build with other staff and other schoolchildren and by being with their older siblings. They have a keen sense of belonging and community, because all the children attend the school or pre-school located behind the school. Children behave well because they understand the club's rules and staff expectations. As they grow older, children are given responsibilities within the club, such as bringing in the shopping from the car. Children's safety is promoted by clear supervision from the staff on the walk to the club from school. Children walked in pairs in an orderly way; staff took the register and counted heads and became crossing patrollers

when roads needed to be crossed.

The staff help the children to live a healthy lifestyle because they promote outdoor play, whenever they choose to, throughout the session. In addition, the children gain frequent exercise by walking to and from the club to the school or pre-school, twice a day. Outdoors children use balls and large equipment such as a see-saw that help them develop their physical skills. The staff provide nutritious snacks during the after-school club: for example, pitta bread and cold meat, fresh fruit and vegetables are enjoyed by the children. Although water is available, the staff pour children's squash drinks for them and so they do not fully promote healthy choices of drink. There are suitable record systems to inform staff of any dietary needs the children may have. Children are able to manage their own toileting needs and spontaneously take part in hygienic routines, such as handwashing, to minimise the risk of infection. They are involved in regular fire drills so they know how to evacuate the premises in the event of an emergency. The play environment is safe, clean and suitably resourced. However, the way in which it is planned and organised does not effectively meet the younger children's needs. Toy resources are available for the older children in and around the room in storage units, such as dressing-up clothes in plastic boxes and card games in plastic drawers. However, the floor space is taken up with tables and other furniture. Therefore, there is not a lot of room to lay out inviting quality resources in a stimulating way for younger children to see and select, in designated play areas. Nevertheless, the staff offer children a satisfactory play environment for children in their leisure time.

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

The staff and management team have sufficient knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They demonstrate a very secure understanding of the child protection procedures, and act swiftly when they have concerns about a child's welfare. This means they are safeguarding children effectively. In addition, they have a secure knowledge of the whistle-blowing policy, in the event of any allegations against staff. The manager suitably risk assesses to ensure hazards to children are kept to a minimum. For example, she puts a stairgate across the inner door to prevent children leaving the building unsupervised and unauthorised persons' entry. The club operates a clear system for the recruitment, vetting and induction of staff. All staff are vetted either through the previous system or through the Disclosure and Barring Service to make certain they are suitable to work with children.

The provider has a system to monitor staff performance throughout the year and to identify any areas for improvement and training. The staff team have regular meetings to discuss and evaluate their practice. However, they do not always successfully organise play experiences to meet the younger children's individual needs effectively. This means they do not have a clear future vision, which affects the quality of the provision. Despite this, some improvements have been made since the last inspection. For example, documentation is readily available and regular fire drill practices take place. Self-evaluation and improvement are not rigorous to enable the club to move forward in terms of quality.

Parents speak positively of the club and of the friendly approachable staff with whom they communicate. However, they are not aware of their child's key person and the role of this person. This results in staff not fully tailoring children's care and play to their needs. Parents report how much their children enjoy attending and the activities they do, and see it as a positive extension of their children's school life. Staff have established communications with the headteacher and school staff, with joined-up working with the teaching assistants in the Reception class. This means there is some continuity of care and learning through the sharing of relevant information.

### **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

<b>Unique reference number</b>	EY358372
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	996375
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Amanda Elizabeth Smitheman
<b>Date of previous inspection</b>	09/12/2013
<b>Telephone number</b>	0198 0843501

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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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