

Buddies Out Of School Club

Saltersgate Junior School, Windsor Walk, DONCASTER, South Yorkshire, DN5 8NQ

Inspection date	09/12/2014
Previous inspection date	09/02/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 have a good understanding of their role in protecting children. They are confident in their ability to take appropriate action to ensure children are protected from abuse or neglect. This helps to keep children safe from harm.
- Children are actively involved in making decisions within the club. They help to plan daily activities and the weekly menu. As a result, they feel a real sense of belonging.
- Staff encourage children to discuss and decide how they wish to be treated by others. Consequently, they are very well behaved, polite and cooperate fully with others.
- Staff have good partnerships with parents and schools. As a result, staff complement what children are learning at home and in other early years settings they attend.

It is not yet outstanding because

- Staff do not always fully consider how to continue to support children when their key person is absent. As a result, there is less opportunity for these children to explore their thoughts and ideas with a consistent adult, particularly during activities they have initiated themselves.

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 playroom and held discussions with the children.
- The inspector held meetings with the manager of the club.
- The inspector looked at children's records.
- The inspector checked evidence of suitability and the qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day.

Inspector

June Rice

Full report

Information about the setting

Buddies out of School Club opened in 2008 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from Saltersgate Junior School situated on the outskirts of Doncaster. The club serves the immediate locality and also the surround areas. It opens five days a week from 7.30am until 9am and 3.30pm to 5.45pm term time only. Children attend for a variety of sessions. Children are cared for in the school hall and have access to an enclosed outdoor play area. There are currently 93 children on roll, 31 of whom are in the early years age range. There are currently six staff working directly with the children, of these, three hold an appropriate early years qualification.

What the setting needs to do to improve further

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

- focus more precisely on the support for children in the absence of their key person, for example, by allocating a second person who they are able to explore their thoughts and ideas with.

Inspection judgements

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

Staff work closely with parents and other early years providers to ensure that children's individual needs are met. For example, children who are learning to write, in school are provided resources and activities that encourage them to write for a purpose, such as writing down the rules of the club that they have agreed amongst themselves. Staff plan an environment that encourages children to make their own choice about what they wish to do. This includes staff inviting them to help plan future activities. As a result, children remain interested and motivated in their after-school activities.

Staff focus on supporting children's personal, social and emotional skills. The key-person system is generally well embedded and promotes good partnerships with parents and others. For example, parents are encouraged to share information about their children's capabilities when they start at the club. Parents say that they are confident leaving their children at the club, because they know that they are in safe hands, learn and have fun. Parents also say that they are happy with the level of communication between them and their child's key person. Staff explain to parents that they work closely with school and that they often extend what children are learning in school by continuing with the theme school are working on. For example, children learn about mini beasts in school and their interest is nurtured by staff who take them on a mini-beast hunt. This builds on the skills children are acquiring as they embark on their first year in school.

Staff are warm and friendly towards children who enjoy the relaxed and informal environment after their day in school. Overall, staff are attentive and supervise children well. Children show good levels of social skills. They are very interested in the people around them and seize the opportunity for adult interaction. They decide to show a visitor their floor book and ask staff if this is ok. Children grab a chair and ask the visitor, 'do you want to see what we do?' They spend time carefully turning the pages to show off the photographs and enjoy explaining the wide range of activities that they have been involved in. For example, making bubble pictures, building a small town, making a family tree and learning about different festivals, such as, Chinese New year and Thanksgiving day.

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

Staff talk to children about why they need to eat healthily. They involve them in deciding the menu for the following week, which is selected from fruit, vegetables, dairy, protein and the occasional treat. Children enjoy making their own fruit kebabs and explain there is always an alternative if they no longer wish to have what is on the menu. This helps to support children's understanding of the need to eat healthily. Staff are quick and efficient at setting out the resources and activities ready for children arriving. In addition to the ones planned by children there is a selection of other resources, such as, books, small-world equipment and construction that are constantly available. This ensures that children arrive to an environment that they find interesting and motivating. Resources are well presented, age and developmentally appropriate and children are able to select them for themselves. This helps to promote children's already good independence skills.

Children are escorted from the classrooms in school to the club, and they have visitors to the club that talk to them about E-safety. Premises are secure and children understand that they must not leave the premises without their parent and/or carer. This teaches children to learn how to manage risks and behave in ways that are safe for them and others. Staff promote children's understanding of a healthy lifestyle by ensuring that they are able to access outdoor play every evening. Children are very independent in attending to their own toileting needs, and staff remind children to flush the toilet and wash their hands to reinforce the message about good hygiene practice. Staff are good role models; consequently, children are friendly and talk to each other with respect. Children are encouraged to think about how they would like to be treated and to express their ideas to others. This helps them develop and agree rules for behaviour in the club. As a result, children learn to respect one another.

The key-person system is generally well embedded and the settling-in process is effectively managed. As a result, parents are confident to leave their children who settle quickly. Children show through their body language that they are happy, safe and secure. Children have developed sound friendships and they are relaxed, friendly and polite with each other. Staff have developed strong links with other schools children attend. As a result, they are able to support children emotionally as they begin their next stage in their learning. Children confidently turn to the staff for support and guidance. This shows children have built trusting relationships with those who care for them. However, staff have not always fully considered how to continue to support children when their key

person is absent. As a result, there is less opportunity for these children to explore their thoughts and ideas with a consistent adult.

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. The recruitment procedures help to check that all staff working with children are suitable to do so. This helps to safeguard children. Thorough risk assessments are carried out before children arrive and this helps to reduce any risks to children. Premises are secure and staff effectively monitor everyone who enters and leaves the club. This helps to prevent unauthorised visitors entering and children leaving unnoticed. As a result, children are kept safe.

Since the last inspection partnerships with schools children attend have improved, all required documentation is in place and leaders continue to evaluate the quality of the provision they provide. This impacts positively on the level of care being provided. The manager completes annual appraisals and holds regular supervision meetings with staff. As a result, staff feel well mentored and comment that they are supported in their professional development. For example, a member of staff is being mentored to take over the role of manager and other staff are being supported as they work towards a level 3 qualification in childcare. This demonstrates a commitment to continued improvement.

Staff understand their responsibility to work closely with parents, external agencies and other providers in order to support children and their families should they need it. All staff are included in regular meetings where they discuss the planning of activities and ensure that children's ideas are fully included. As a result, children's individual needs and interests are met effectively. Staff successfully engage with parents and other settings children attend. Consequently, information about children's care and well-being is appropriately shared. Parents are well informed of the policies and procedures of the club and understand how the club operates.

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
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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	EY370196
Local authority	Doncaster
Inspection number	857985
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	93
Name of provider	Andrea Adams
Date of previous inspection	09/02/2010
Telephone number	07503481523

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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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