

Buddies Out of School Club

C/O Chester Blue Coat School, Walpole Street, Chester, CH1 4HG

Inspection date	11 July 2016
Previous inspection date	15 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Qualified staff skilfully use effective teaching strategies to fully engage children in purposeful play and learning opportunities. Children are offered opportunities to develop their social skills and knowledge of the wider community. They are enthusiastic, highly motivated learners who gain key skills they can also use in school.
- Children develop a good understanding of how to keep themselves healthy. They choose and prepare their own healthy snacks. Children are encouraged to be physically active, with access to organised sports offered in the outdoor school environment.
- The management team organises a broad programme of activities. They demonstrate an ambitious drive to improve by supporting ongoing staff training and development.
- Staff provide an extremely warm, welcoming and safe environment where children thrive. Staff are calm, caring role models. Consequently, children are very well behaved and develop positive relationships with adults and older children.
- Effective safeguarding procedures are in place and implemented by qualified, experienced staff. Recruitment procedures are robust and ensure that all staff are highly skilled and suitable for their role.

It is not yet outstanding because:

- Staff do not consistently gather ongoing information of children's achievements from parents and school to ensure that they are able to enhance the skills children learn at school to the highest level.
- The management team does not always take into account the views of parents and children as part of their self-evaluation to bring about ongoing improvement.

What the setting needs to do to improve further

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

- extend the already good procedures for sharing information with parents and school, for example, by gathering ongoing information of children's achievements, to ensure that staff are able to enhance children's skills learnt at school to the highest level
- implement the areas identified in self-evaluation to continue to bring about ongoing improvement by continuously seeking and acting on the views of parents and children.

Inspection activities

- The inspector observed activities in the classroom and in the adjoining quiet-play area.
- The inspector held meetings with the senior management team and the manager of the setting and undertook a joint observation with a senior manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector examined a range of documents. This included children's records, staff training records and qualifications, evidence of suitability checks and the self-evaluation document.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Patricia Pickens

Inspection findings

Effectiveness of the leadership and management is good

The professional management team has a clear understanding of the play needs of children who attend full-time school and the requirements for play-based provision. Staff have a range of qualifications, which has a positive effect on the quality of learning. Children benefit from a broad programme of physical activities and games in the extensive outdoor environment. Staff keep records of children's progress, which the manager recognises could be shared more consistently with parents and teachers, to challenge and extend children's skills even further. Staff are encouraged and supported to undertake further training and professional development within the school team. However, the management team does not consistently take into account the views of parents and children as part of their self-evaluation, in order to bring about ongoing improvement in all areas of provision. Safeguarding is effective. Staff have a clear understanding of the risks involved by working in a shared building and take all necessary precautions. Parents express appreciation for the club. Children benefit from a seamless provision that is highly valued and praised by parents.

Quality of teaching, learning and assessment is good

Children enjoy their time at the club. Staff's teaching is good. They provide rich, stimulating experiences that truly interest children. As a result, children display high levels of motivation and are confident when making decisions about how to use materials and resources. Children investigate well-planned topics offered by staff, who know the children well. Children enjoy baking cookies and staff extend their learning by encouraging children to measure and weigh their own ingredients. They compare and discuss the consistency of the mixture as they add liquids. Children create freely from an abundance of craft materials. They cooperate in building a design for a helicopter. Children chatter excitedly as they make colourful pictures for their parents. Staff take every opportunity to extend children's learning whilst keeping activities fun. Children are articulate when expressing their needs. Staff successfully promote children's positive awareness and respect of differences through a varied range of play activities.

Personal development, behaviour and welfare are good

Children's emotional, social and physical well-being are well supported. They have strong, warm relationships with the adults who care for them. Parents are delighted with the benefits their children enjoy in forming friendships with children of a wide age range. Staff model behaviour exceptionally well. Each child is respected and valued as an individual. Consequently, children are caring and kind when negotiating during games and activities. As a result, children quickly develop a very strong sense of belonging to the club and feel safe and secure. Staff are highly proactive in encouraging children to adopt healthy lifestyles. They encourage children to select and prepare healthy foods to eat and enjoy daily exercise in the outdoor environment to enhance their day at school.

Setting details

Unique reference number	EY452674
Local authority	Cheshire West and Chester
Inspection number	1041615
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	35
Number of children on roll	40
Name of registered person	Joanna Maton
Registered person unique reference number	RP907148
Date of previous inspection	15 May 2013
Telephone number	07976 455562

Buddies Out of School Club was registered in 2012 and operates from Chester Blue Coat primary school in Chester, Cheshire, and is privately managed by an individual. It operates from a classroom located on the upper floor of the school and there is access to a lift. The club operates Monday to Friday, from 8am until 9am and 3pm until 6pm, term time only. The club employs three members of staff. The manager has an early years degree.

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