

Inspection of Buddies

Sherburn Hungate Primary School, North Crescent, Sherburn-in-Elmet, Leeds,
Yorkshire LS25 6DD

Inspection date:

23 June 2021

**The quality and
standards of early
years provision**

**This
inspection**

Not met (with actions)

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

The provider does not implement all relevant safeguarding policies and procedures effectively. This means that children are not kept safe. Nevertheless, children enjoy their time at the club. They are confident and happy. They have good relationships with the provider and their friends. The provider has high expectations for children's behaviour. Children are encouraged to use good manners and be respectful of others, such as listening to each other during group activities. Older children readily help younger children with everyday routines and activities. They set rules for the club and remind each other of them to reinforce good behaviour. Children take responsibility for everyday tasks, such as tidying up.

Parents are highly appreciative of the club. They say that children benefit from the outdoor environment and playing with children of different age groups. The provider asks parents about their children's interests and provides resources that reflect them, such as craft materials. Children talk to visitors about their experiences at the club, and about their friends and family. They explain how they have been friends with other children for a long time, some of them since they were 'bumps' in their 'mum's tummy'. Children thoroughly enjoy their time playing in the outdoor area. They develop physical skills and risk assess for themselves as they climb, balance and use bicycles.

What does the early years setting do well and what does it need to do better?

- The provider does not fully implement effective safeguarding policies and procedures. She does not complete robust suitability checks for staff who work unsupervised with children, including obtaining enhanced criminal records checks.
- The provider does not have a named deputy. She has an informal arrangement with the host school that if she needs support, she can call a member of staff. However, there are times at the end of the day when only the provider and the school caretaker are on the premises. As a result, there is no one who is capable and qualified to take charge in the manager's absence or if there is an emergency.
- The provider does not keep a daily record of the names of children being cared for in the club and their hours of attendance. This means there is no clear record of who is present if a concern is raised or there is an emergency.
- The provider has a poor understanding of the signs that might indicate a child is at risk from extreme views or behaviours. This means she cannot keep the children safe from issues linked to extremism.
- In line with the host school's policy, parents are not allowed on school premises. Therefore, the provider speaks to parents on arrival and collection to share

information about children's behaviour and well-being. She discusses children's well-being with teachers. The provider plans to share more information with the school about children's personal development in order to identify if there are any areas where children might need extra support.

- Children demonstrate a positive attitude through high levels of curiosity, concentration and enjoyment. For instance, children delight in playing with sticky play dough. They discuss how it feels and laugh when it sticks their fingers together. They try to work out how to get it off the table by using the available tools.
- Relationships between children and the provider are positive and respectful. Together they promote kindness and teamwork. For example, children work together to make clues for a treasure hunt. Younger children use pictures and older children write their clues using words. The provider helps children to understand that tasks can be completed in different ways.
- The provider engages with children during meaningful conversations, listening to their views and opinions. For instance, they discuss their preferences for healthy eating while making fruit kebabs. Children are confident and demonstrate high levels of communication skills. The provider encourages early literacy well. For example, she supports children to think about how words are spelled when making greetings cards.
- The provider seeks the views of children and parents to plan improvements. She plans to provide parents with a newsletter that tells them more about the club and the activities she provides.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not implement all relevant safeguarding policies and procedures to keep children safe effectively, which means children are not protected at all times. Nevertheless, she has clear procedures for promoting good health and hygiene during the COVID-19 (coronavirus) pandemic, such as regular handwashing. Only essential visitors are permitted. The provider gives children clear guidance about the use of electronic devices. She makes sure that children only access media that is suitable for the ages of all the children present. The provider understands the procedures to follow if she has concerns about a child, or an allegation is made.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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implement safeguarding policies and procedures effectively and ensure that staff, and any other person who is likely to have regular contact with children, are suitable, including obtaining enhanced criminal records checks and barred list checks	07/07/2021
make sure there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager's absence	07/07/2021
maintain a daily record of the names of the children being cared for in the club and their hours of attendance	07/07/2021
improve their knowledge and understanding of the 'Prevent duty guidance for England and Wales 2015' and the signs that indicate a child might be at risk from extreme views or behaviours.	07/07/2021

Setting details

Unique reference number	EY555854
Local authority	North Yorkshire
Inspection number	10174746
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	30
Number of children on roll	21
Name of registered person	Summersgill, Kelly Ann
Registered person unique reference number	RP555853
Telephone number	01977 682 434
Date of previous inspection	Not applicable

Information about this early years setting

Buddies registered in 2018. It employs one member of childcare staff. The club opens from Monday to Friday, 7.30am until 9am and 3pm until 6pm, term time only.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider, who is also the manager, completed a learning walk with the inspector. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector spoke with the provider and children at appropriate times during the inspection.
- Evidence of staff qualifications and the suitability of all those working in the setting was checked by the inspector.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection 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.

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