

# Inspection of S4A Group Ltd@Buckingham Primary

Buckingham Primary School, Foscot Way, Buckingham, Buckinghamshire MK18 1TT

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Inspection date: 10 August 2021

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children arrive happily at the club. Staff welcome them swiftly and help them to find activities they enjoy to start their day. Children say that they love attending, because they 'make new friends' and 'the staff are really fun'. Children explain that they make choices at club. For example, following the Olympics, they tell staff they would like to learn how to throw a javelin. Staff consider what children may have learned at school. They skilfully demonstrate to children how to position their body and use their arm to propel the javelin. Children are eager to see how far their javelin travels and they learn how to safely retrieve it.

Children behave well. They move safely and sensibly around the club. They respond positively to staff who help them manage risks in their play, such as when learning to climb trees. Children cooperate with others successfully. For example, they work together, solving the problem of building a tower balancing uneven objects.

Children benefit from a range of stimulating and challenging activities, which staff plan to support the skills they learn at school. For instance, staff help children to practise their early writing as they label their creations. Children delight in completing experiments and predicting what will happen. They carefully mix ingredients together to make 'fizzy rings' and watch in astonishment as ingredients fizz, bubble and change colour on the playground.

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

- The provider is ambitious and has a clear vision for the club. Managers support staff to work towards this effectively. For instance, new staff benefit from a structured induction programme. They shadow more experienced staff to learn about their role and the behaviours they are expected to model when interacting with children. Managers encourage staff to observe each other, give feedback and share best practice. Staff say that they feel well supported in their roles.
- Staff support the skills that children learn at school effectively. For example, children enjoy visiting the library and reading books with their friends. This helps to develop their love of books. Children practise using tools and equipment, such as scissors during craft activities. This supports the development of their small hand muscles effectively.
- Staff engage well with a range of professionals to help them offer an inclusive service. For example, when children first register for the club, staff identify any children with special educational needs and/or disabilities who will be attending. They then liaise with staff from schools that children attend to plan how they can meet children's needs. Parents report that staff know their children's needs

extremely well and this helps their children enjoy the club.

- Managers establish effective key-person arrangements. New children confidently tell visitors that they know who they can go to for help. Staff help children to manage their own personal needs effectively. For example, they show new children where toilets and handwashing facilities are. Staff demonstrate to children how to wash their hands and sensitively support children to manage their own hygiene when needed.
- Staff identify that due to the COVID-19 (coronavirus) pandemic, some children need support to help them interact with others during games. Staff help children to overcome this. For example, they demonstrate how to invite others to play and include them in games. Staff provide sensitive support to help children resolve problems that they encounter. Children then go on to practise these strategies independently. This is helping them learn to manage their own behaviour.
- Children benefit from plenty of opportunities to enjoy the fresh air and exercise. For example, they explore nature in the forest school area. They learn to skip and experiment with equipment, making dens with their friends. Staff promote opportunities for children to learn about healthy eating. They demonstrate this when they discuss how different foods give our bodies energy. The provider recognises that they can further improve food and drink procedures to help children develop a consistently good understanding of how to lead a healthy lifestyle.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibility to keep children safe. They are aware of the signs and symptoms which may indicate children are at risk of harm, including from radical and extreme views. Staff understand local safeguarding partnership procedures for dealing with concerns or allegations. The manager has established procedures to minimise risks relating to the premises well. For example, staff use a walkie-talkie to enable communication between them at all times. Staff consider where to position themselves to supervise children when they play in the vast outdoor space.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY557056  |
| <b>Local authority</b>                             | Buckinghamshire   |
| <b>Inspection number</b>                           | 10137148  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Out-of-school day care  |
| <b>Age range of children at time of inspection</b> | 4 to 12   |
| <b>Total number of places</b>                      | 60  |
| <b>Number of children on roll</b>                  | 80  |
| <b>Name of registered person</b>                   | S4A Group Ltd   |
| <b>Registered person unique reference number</b>   | RP901819  |
| <b>Telephone number</b>                            | 07989467850   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

S4A Group Ltd@Buckingham Primary registered in 2018. The setting is open from 7.30am to 6pm, Monday to Friday, during school holidays only. The club employs six members of staff who work with children. Of these, one member of staff holds qualified teacher status and four members of staff hold qualifications at level two and above. The club is registered to accept funded places on the HAF (Holiday Activity Food) programme.

## Information about this inspection

### Inspector

Lisa Dailey

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector had a tour of all areas of the premises used by the club. She observed the quality of staff's interactions with children during activities, both indoors and outdoors.
- The provider and inspector completed a joint observation together.
- The inspector spoke to parents and children during the inspection and took account of their views.
- The inspector spoke with staff about their understanding of safeguarding.

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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