

Inspection of Buntings Out of School Club

Layston First School, The Causeway, BUNTINGFORD, Hertfordshire SG9 9EU

Inspection date:

28 September 2022

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive happily and are settled in this after-school club. Staff warmly greet the children as they arrive, ensuring they receive any relevant information about the children's day. Children become quickly engaged and choose activities that they are interested in. They gather around the craft table and make bracelets. Other children roll cars through sand and water and explore the different textures. Children problem solve as they make animal shapes out of play dough. They try to work out which animal they think is heavier. Children are confident to ask staff for support and develop strong bonds with them, helping them to feel safe and secure.

Children behave well. They follow staff's lead and show care and compassion towards each other. Older children instinctively care for younger children to ensure their needs are met. They help them get tissues and look after them when they are feeling sad. Children's self-esteem is nurtured, as they are recognised for their kindness with reward stickers. Children are respectful of their environment. They know routines and eagerly help to tidy up. They work together to put toys away and use dustpans and brushes to sweep the floor.

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

- Leaders and staff understand that children need enriched experiences to help them achieve their best. They know the children well and ensure that activities and resources provided meet the needs of the children and promote focus to their learning. Children have a strong voice in the provision. They have choices in their play and their contributions are valued. Staff actively listen to their ideas and order suggested resources. This enables children to feel empowered about their provision.
- Staff work cohesively with parents and teachers to ensure they fully understand the needs of the child. For example, they recognise that some children struggle with transition and support them to understand their emotions using 'The Colour Monster' book. Staff identify that children need quiet time to read and complete homework. Older children benefit from a dedicated area for them to focus on schoolwork. Other children concentrate well during reading time and enjoy sharing books with staff and their peers.
- Children have plenty of opportunity to be physically active in the outside playground. They enjoy involving staff with their games as they ride scooters up and down. Children use large chalk to make marks on the floor. Staff support them to draw a hopscotch game. Children are offered a wide range of healthy home-cooked meals. They are actively involved in planning the meals they like on a weekly menu. Independence is promoted, as children serve their own

dinner.

- Staff support children to understand the potential risks when using technology. Older children who have phones understand clear rules of use in the provision and learn how to use them safely. Children know where to get support if they need it.
- Leaders have a good oversight of their team. Regular supervision sessions and team meetings allow staff to receive feedback on their practice. They discuss training needs and any concerns they may have. This allows any emerging issues to be addressed and quickly managed. Leaders have a positive attitude to ensuring that staff's well-being is looked after. Staff report feeling valued and part of a caring team. Leaders ensure that all mandatory training is kept up to date and additional training is focused to suit the needs of the children. For instance, staff are due to attend a signing course to support children in their communication.
- Parents report being very happy with the after-school club. They comment that their children love attending and enjoy the fun activities. Parents appreciate the support and encouragement the staff provide to their children. Parents receive regular updates with termly newsletters, and advice about how to keep their children safe, for example online safety.

Safeguarding

The arrangements for safeguarding are effective.

All staff show appropriate awareness of the potential signs and symptoms of abuse and/or neglect. Staff know how to report concerns, and there are policies detailing information for staff to access when required. Leaders follow robust safer recruitment procedures. They also regularly check the ongoing suitability of staff to work with children. Staff maintain a secure environment for children. They are vigilant at supervising children as they remind older children to be mindful of the younger children using the scooters. Recent improved procedures to manage allergies in the provision ensure that children's needs are met.

Setting details

Unique reference number	EY386515
Local authority	Hertfordshire
Inspection number	10233737
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	3 to 10
Total number of places	24
Number of children on roll	38
Name of registered person	Mrs Michelle Ward and Mrs Emma Edwards Partnership
Registered person unique reference number	RP527343
Telephone number	07880914511
Date of previous inspection	26 October 2012

Information about this early years setting

Buntings Out of School Club registered in 2009. The club employs four members of childcare staff. Of these, two hold appropriate qualifications at level 3. The club opens Monday to Friday from 7am until 9am and 3.15pm until 6pm, through school term time, and school holidays from 8am until 5.30pm.

Information about this inspection

Inspector

Emily Woodhead

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.
- Leaders showed the inspector around the setting and described how the environment is organised.
- The inspector spoke to staff and children about the provision offered and took their views into account.
- The inspector looked at written feedback and spoke to parents about the care their children receive at the provision.
- The inspector observed the activities indoors and outdoors.
- The inspector looked at relevant documentation, including evidence of the suitability of staff to work with children.

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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