

Inspection of Buddies Out of School Club

Norton Junior School, Campsall Balk, Norton, DONCASTER, South Yorkshire DN6 9DG

Inspection date: 23 March 2023

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 are keen to arrive at the end of the school day. They have a good understanding of the routine. They enter the out-of-school club and are welcomed by enthusiastic staff, who are keen to hear about their day. Prior to eating, staff encourage children to wash their hands and ensure that all children have clean hands in a fun way. This makes the children laugh but also ensures that they are following the rules to ensure good hygiene practices.

Staff know the children well and have built up a good rapport with them. Children are well supported to think about how they might be feeling. Staff ensure that children know they can go to them for a chat, if they are concerned or upset.

Staff set up engaging activities that they know will interest children. For example, children spend a long time looking for bugs. They know where to find the magnifying glasses and look for bugs in the outdoor space. Children take great delight in showing staff, who are equally as enthusiastic. Children are also learning about spring and the world around them. They have detailed discussions with members of staff about daffodils, which have been displayed for an activity.

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

- The indoor and outdoor areas are set up with activities that are exciting and engaging for children of all age groups. Some activities are specifically set up with individual children in mind, who are new to the setting. This ensures that new children settle quickly and become engaged in activities straight away.
- Staff skilfully interact with the youngest children to develop their communication and language skills. They have detailed conversations with young children in the home corner. Staff model unfamiliar words, which helps to extend children's vocabulary.
- Children excitedly comment on all of the activities they have done at the club. These range from craft activities to Easter egg hunts. Children say they feel happy.
- There are clear boundaries in place for children. For example, they know which areas they are allowed to access outside. Younger and newer children are supported closely by a member of staff while they learn these boundaries. Children behave exceptionally well.
- Staff and children work together to create a weekly meal plan. They ensure that it is healthy and balanced. After tea, children clear away their own plates and bowls once they have finished. This supports the development of children's independence skills and ensures that they take responsibility for the cleanliness of the setting.

- Managers and leaders have a clear vision for the out-of-school club and have high expectations. They are reflective, undertaking assessments when something is not working. They seek to make changes or improvements where necessary. Since the last inspection, they have worked hard to ensure that more of children's artwork is displayed. For example, some Chinese symbols are displayed, which children enjoyed writing. This gives children a sense of pride and ownership of the setting.
- Parents are very happy with the provision at the out-of-school club. They say they cannot praise it highly enough, describing it as a 'godsend'. Parents acknowledge that their children are well supported in their transitions throughout school. They are pleased with the feedback they continue to receive at the end of each day. Throughout the COVID-19 pandemic, staff at the club made some changes to how they communicated with parents. Some of these changes have remained in place, such as using a text messaging service to keep in touch with parents.
- Staff feel well supported in their roles. They receive opportunities to attend training to ensure that their knowledge remains up to date. They complete mandatory training, such as first-aid training, on a regular basis.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding procedures and are aware of what they should do if they have a concern about a child. They are aware of different signs of abuse and what to do if they have a concern regarding another member of staff. Together, the manager and the owner, who is the overall safeguarding lead, have a good understanding of safeguarding. There are clear policies and procedures in place. For example, clear recruitment policies ensure that suitability checks are completed. Managers have a good understanding of how to keep children safe in the setting. There are clear safety procedures in place. Staff ensure that children know what to do in an emergency situation, such as by undertaking regular fire drills.

Setting details

Unique reference number	EY457173
Local authority	Doncaster
Inspection number	10279822
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 11
Total number of places	30
Number of children on roll	65
Name of registered person	Adams, Andrea
Registered person unique reference number	RP908798
Telephone number	07849440970
Date of previous inspection	13 September 2017

Information about this early years setting

Buddies Out of School Club registered in 2012. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and above. The club opens Monday to Friday, during term time only. Sessions are from 7.30am to 9am and 3.30pm to 6pm. The club supports children who have special educational needs and/or disabilities.

Information about this inspection

Inspector

Amy Whiting

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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