

Buddies

Hunwick Primary School, Church Lane, Hunwick, CROOK, County Durham, DL15 0JX

Inspection date

Previous inspection date

11/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children are settled, happy and motivated to learn. A suitable range of resources are in place, these are easily accessible to all children and they have uninterrupted time to play and explore.
- A key person system is in place and staff work closely with parents to ensure they know children, their care needs and routines well.
- Suitable and regular information is shared with parents, keeping them informed of their child's progress and activities they are involved in. Links with other providers are strong and staff work closely with them to support continuity of learning in both settings.

It is not yet good because

- Records containing information about a new member of staff were not available on the premises at the beginning of the inspection, which does not fully safeguard children's welfare.
- Opportunities for children to experience and explore cultural and religious events are limited, which, does not fully develop children's understanding of the world around them.
- Opportunities for children to fully explore the natural world in which they live are not always available.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom and outdoor area.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
The inspector looked at children's observation files, planning documentation, the settings self-evaluation form, action plans, policies and procedures, letters from parents, children's records and other relevant documentation.
- The inspector carried out a joint observation with the manager and owner of the setting.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

Buddies Hunwick out of school club was registered in 2012. The setting is one of three settings owned and managed by private individuals. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is situated in a school hall in the Hunwick area of Bishop Auckland. The setting serves the

local area and is accessible to all children. It operates from 7.30am until 8.50am and from 3.10pm until 6pm. There are two fully enclosed areas available for outdoor play.

The setting employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. One member of staff has Early Years Professional Status and Qualified Teacher Status. The setting opens Monday to Friday term time only. Children attend for a variety of sessions. There are currently two children attending who are within the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure information about all persons employed on the premises is easily accessible and available at all times, to fully safeguard children's welfare.

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

- plan further opportunities for children to experience and explore cultural and religious events to help develop children's understanding of the world around them
- develop opportunities and resources for children to explore the natural world in which they live, by providing a range of natural resources, play maps and small world equipment for children to make their own environments.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and content in a welcoming and child-friendly environment. Staff work closely with parents at registration to establish children's starting points and care routines. All children have an observation file, which identifies how observations are assessed to highlight next steps in children's learning. Observations are used to plan for children's individual learning needs and demonstrate their good progress towards the early learning goals. Children have lots of fun and have a positive attitude towards learning.

Staff provide some opportunities to develop children's awareness of other cultures. Such as, providing the Chinese symbols for the twelve-year cycle of animal signs. Staff support children to discover their Chinese animal sign for the year they were born. They provide large marker pens for them to draw their own sign. Children also make Chinese lanterns,

they use felt-pens to decorate and skilfully use scissors to cut the lanterns and to make a strap for them. Staff give children time to explore new activities and encourage them to learn by trial and error, such as discussing why they need to fold the paper to make it easier to cut the lanterns. All of which helps to develop children's awareness of different cultures, writing styles and traditions. However, opportunities to further develop their awareness of other cultural and religious events are not always freely available.

Staff provide lots of relevant and specific praise which helps to develop children's confidence and self-esteem. All children are eager to join in with planned adult-led activities and independently initiate their own play and learning. Staff use appropriate questions to promote children's thinking and learning. They encourage children to predict what they might need to do next. For example, when children are trying to build dens, staff encourage them to think about why the sheets keep falling down. Children work together, deciding to move the supports closer, solving the problem. This gives them opportunities to work together and helps develop their thinking and learning.

Children enjoy feeding the school chickens. This develops children's awareness of living things and gives them chances to talk about the things they have observed. However, opportunities and resources to fully develop children's understanding of the natural world, such as, natural resources, play maps and small world equipment for children to make their own environments are not always freely available.

Children have opportunities to initiate and join in imaginative play. They have devised their own game, which they play regularly, devising their own characters. Staff join in with their game and encourage children to talk about what is happening and their character's characteristics. This helps to develop children's language and communication very well.

The contribution of the early years provision to the well-being of children

A key person system is in place and staff work closely with parents to ensure they know children, their care needs and routines well. This helps to support children's transition into the setting. Children have formed warm relationships with all staff and are observed to be happy and confident within the setting. They have a variety of opportunities to develop their awareness of safe practices. For example, they regularly take part in fire evacuation drills, this develops their understanding of procedures to follow in the event of a fire. Children have daily opportunities to be active, for example, they have daily access to the school field and yard, where they thoroughly enjoying the fresh air. They have great fun using the climbing area, feeding the chickens and playing a variety of ball games.

Staff offer a mostly varied and interesting learning environment. All resources are easily accessible to all children and they have uninterrupted time to play and explore. The setting helps prepare all children for transitions. For instance, staff provide opportunities for children to visit with their parents before they attend and this supports them to become familiar with their surroundings. Children display good behaviour, courtesy and consideration for others. Staff provide lots of praise and encouragement, which promotes and supports children's achievements well.

The effectiveness of the leadership and management of the early years provision

Staff have a sound understanding of their responsibility to ensure that the setting meets the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have completed relevant checks to ensure they are safe to have contact with children. A member of staff with a relevant first aid certificate is on the premises at all times and all staff have a sufficient understanding of procedures to follow if they have any concerns about children in their care. A relevant range of written policies and procedures are in place and these are shared with parents. Information about the provider and most staff members are kept securely and are easily accessible and available for inspection. However, information for a new member of staff was not available on the premises at the beginning of the inspection. This is a partial breach of requirements and does not fully safeguard children's welfare.

Systems for self-evaluation are in place. Staff use the Ofsted self-evaluation form and action plans to clearly highlight areas for improvement. They also seek comments from parents and children, helping them to consistently develop the service provided. Regular appraisal systems for all staff are also in place; these are used to highlight training and development needs, ensuring continuing professional development. Staff have a sound understanding of the educational programmes. Suitable systems are in place to monitor children's learning and development, which supports children to make good progress towards the early learning goals. For example, observations of children's interests and progress are used to plan relevant activities to support children's individual learning needs.

Observation files and daily discussions provide parents with a suitable range of information regarding children's care and learning needs. Staff also provide parents with information on how they can support learning at home. Parents' comments include that they 'have always found the staff to be helpful and friendly, 'they offer a wide variety of activities' and 'have recommended to friends'. Links with other providers are strong. For example, staff work closely with the reception teacher; planning is shared and staff use this to support continuity of learning in both settings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY452811
Local authority	Durham
Inspection number	881350
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17

Total number of places	24
Number of children on roll	15
Name of provider	Pauline Buddin
Date of previous inspection	Not applicable
Telephone number	01388 602150

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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