

Inspection of Buddies Out of School Club

C/O Chester Blue Coat School, Walpole Street, Chester CH1 4HG

Inspection date:

18 October 2024

**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 attending the out-of-school club arrive keen to play, relax and talk to their friends. The club works in partnership with the host school to ensure a safe transfer between the children's classrooms and the club. Children chatter excitedly with the friendly staff and each other as they walk over to the club building. They follow the well-embedded procedures, such as washing their hands, before settling at the table to eat with their friends. Children choose from different varieties of soup and politely wait for everyone to be served before they start to eat. These familiar routines help to promote children's confidence and independence.

Children behave well at the club. They are polite both to adults and to each other. Outside, children make up a game with beanbags. They are patient and supportive of each other, explaining the rules and encouraging other children to throw the beanbags into the hoops. Children are kind to each other when someone misses saying, 'that was close, try again' and 'good job' when they succeed. Staff are full of praise for children's efforts. Children's confidence and independence is promoted well.

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

- Children have lots of fun at the out-of-school club. For example, they work co-operatively to paint a giant picture of a pumpkin using sponges and colourful paint. Children chatter with staff and each other about what colours and patterns they should use. They listen carefully to what others say and enthusiastically tell their friends to come and look at their achievements. This helps to develop children's positive self esteem.
- Staff encourage children to take part in the activities though interesting, high quality conversations. For example, during a leaf rubbing activity, staff carefully show the children the veins in the leaves. They explain that the veins carry the moisture around the plant and that this enables the plant to grow and be healthy. This supports children to develop their curiosity and interest in the activity.
- All children, including those with special educational needs and/or disabilities, are supported to access all the activities and to enjoy themselves at the club. Staff at the club liaise with staff in school to ensure that there is consistency in managing behaviour. This means that children are supported positively.
- Children are supported to make healthy choices at the club. They help themselves to water from a dispenser, where they have made a sign saying, 'hydration station'. Children choose from healthy meal options and discuss why some food choices are more or less healthy. Children talk about why their screen time is limited and monitored at the club. They say that it is not healthy for them

to be in front of a screen for too long. This supports children's overall good health and well-being.

- Children get lots of fresh air in the outdoor space. They use bats and balls and throw and catch. Children build towers using big bricks. They run around, chasing and catching each other. This supports children's good physical development.
- Parents are complimentary about the work of the club. They report that their children enjoy taking part in the activities on offer. Parents appreciate the individual discussions which take place with staff at pick up time and feel well informed about the care that their child receives.
- Staff are supported effectively. They have regular opportunities to discuss their practice and build upon their knowledge and skills. New staff receive a robust induction to their role. Furthermore, time is planned for them to shadow another more experienced member of staff when they first start. This helps staff to have a clear understanding of their role as an employee.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY452674
Local authority	Cheshire West and Chester
Inspection number	10359733
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	40
Number of children on roll	60
Name of registered person	Maton, Joanna
Registered person unique reference number	RP907148
Telephone number	07976 455562
Date of previous inspection	5 December 2018

Information about this early years setting

Buddies Out-of-School Club registered in 2012. The club employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The club opens from Monday to Friday during term times. Sessions are from 7:45am until 8:45am and 3pm until 6pm.

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 at 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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