

Busy Buddies

Inspection report for early years provision

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Inspection date

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Inspector

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Setting address

West Hill Primary School, High Mount Street, Hednesford,
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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Busy Buddies registered under new ownership in 2010. It is privately run and managed. It operates from the ground-floor rooms of the school house at West Hill Primary School in Hednesford, Cannock. Children have access to an enclosed, outdoor play area. The setting serves children and families from the local and surrounding areas.

A maximum of 16 children from two years to under eight years may attend the setting at any one time. There are currently 32 children on roll, of whom eight are in the early years age group. Children attend for a variety of sessions. The setting opens Monday to Friday during school term time only. Sessions are from 7am to 9am and 3.15pm to 6pm.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work directly with the children. Of these, three hold National Vocational Qualifications at level 3 and one member of staff holds a teaching qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are caring, supportive and provide a very welcoming and homely environment. They act as good role models, work well as a team and strive to offer an inclusive service where all children are valued and respected as individuals. Children are happy, settled and engage in a wide range of stimulating and enjoyable activities which support their individual interests and learning needs well. Meaningful partnerships with parents, carers and the host school have been established, ensuring good continuity of care and learning for all children. Most policies and procedures are in place and implemented effectively to safeguard and promote children's welfare. The manager and staff demonstrate an inspiring commitment towards the sustained and continuous improvement of the setting.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve induction procedures for staff, students and volunteers, ensuring they are given full information and guidance on their roles and responsibilities while working at the setting
- improve the two-way flow of information with parents; this specifically refers

to obtaining written permission for outings where children are transported in staff vehicles.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. Staff have a good understanding of their roles and responsibilities for protecting children in their care. These include their duty to record and report any concerns and to share the setting's safeguarding policy with parents on admission. Effective recruitment, vetting and selection procedures are in place, which ensure children are cared for by suitable adults. However, induction procedures for new staff, students and volunteers are less well developed. Staff hold up-to-date first-aid qualifications, ensuring they can respond appropriately in the event of an accident. Risk assessments and daily checks are completed, and, as a result, potential risks to children are minimised. Written fire evacuation procedures are in place, and staff ensure that regular fire drills are completed. Most policies and procedures are in place, implemented effectively and regularly updated. However, written consents from parents for outings where children are transported in staff vehicles lack detail. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children.

The deployment of resources is good. For example, available space is used very effectively to support the children's individual needs, while staff are deployed successfully to ensure children are supervised safely at all times. Staff are positive role models. They are friendly, calm and supportive. They warmly interact with the children during play and respond to their individual needs, and as a result, children feel safe and secure. Staff work well as a team and have a good understanding of their roles and responsibilities. The manager and staff have a clear vision for the setting and demonstrate an inspiring commitment to enhancing the quality of the service further. Through the use of their self-evaluation system and feedback from parents and children, they monitor the setting's strengths and areas for improvement. Staff actively promote equality and diversity and ensure that all children are fully integrated into the setting.

Meaningful partnerships with parents and carers have been firmly established. Parents speak very highly of the setting, and say that their children are happy, safe and enjoy a wide range of activities. They also comment on the approachable and caring staff, who are flexible in meeting the needs of both their children and their family commitments. There is a regular exchange of information, and staff keep parents up to date about all aspects of their children's care and progress. A parents' notice board ensures that parents and carers have access to information about the running of the setting. For example, the registration certificate and public liability insurance are displayed. Parents also have access to the setting's policies and procedures, many of which are clearly displayed in the entrance hall. Parents are also invited to give feedback on the policy of the month. In addition, parents see many beautiful photographs of their children displayed around the room, showing their involvement in a wide range of activities. Staff have developed positive links with other early years professionals at the host school and with other

early years settings. Consequently, children's individual needs are effectively supported.

The quality and standards of the early years provision and outcomes for children

Children benefit from a welcoming and homely environment. There is a constant buzz of excitement. Staff spend quality time interacting and supporting children, and as a result, children clearly enjoy attending the setting. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents. Staff know the children very well, they observe and assess them as they play and use information gained to support children's individual needs and interests. Children's contributions to the setting are valued, and their sense of belonging is fostered well. For example, they are involved in writing the setting's rules, contribute to the planning of activities and snacks, and are encouraged to display their creative work around the room. During the inspection, feedback from the children confirmed that they are happy at the setting and enjoy playing with their friends.

Children are familiar with the day-to-day routines and look forward to meeting up with their friends. They have access to an exciting range of activities and games that have been put out in readiness for them, this allows children to make choices and follow their own interests. They are also aware of what other resources are available, and confidently ask staff for help and support in setting up activities. One group chose to design and build with bricks while others danced to music. At the creative table, children enjoyed colouring pictures of Father Christmas and snowmen. In the role-play area, children excitedly wrapped presents in 'Santa's workshop'. They selected a present and then carefully wrapped it up using paper, scissors, tape and ribbon. Children also have access to a range of books, writing materials, board games and computer programs to support their learning and interests. There was huge excitement and laughter as a group of children engaged in a game of 'Who Am I?'. They listened to instructions, cooperated well and had fun. Children learn about their natural environment by helping to plant summer flowers. They water the flowers each day and watch with delight as they grow. Children play well independently and with their peers and show respect for each other as they share and take turns. Older children in the group are aware of the younger children's needs. They are caring and offer support when needed. Children have good opportunities to develop their physical skills and have daily access to the outdoor areas. They relish being in the fresh air, where they engage in a wide range of activities. For example, they thoroughly enjoy team games, such as 'The Farmer's in His Den' and 'What's the Time, Mr Wolf?'. They also enjoy the challenges of the fixed play-equipment in the school playground and like flying kites.

Children's behaviour in the group is good. They grow in confidence and self-esteem because they are treated with respect, and because staff give regular praise, encouragement and support. They are fully aware of the rules which they regularly discuss, for example, 'use our manners at all times', 'be kind to each other' and 'be honest'. Children learn to stay safe because staff use everyday

opportunities to reinforce their knowledge and understanding. For example, staff remind children to use equipment safely and support them as they engage in regular emergency evacuation drills. They develop a good understanding of diversity because staff encourage positive, open discussion about people's similarities and differences and they recognise and celebrate festivals throughout the year. Children thoroughly enjoy food-tasting sessions linked to cultural celebrations. Their understanding of good hygiene practices are reinforced throughout the sessions. Healthy lifestyles are promoted well because children have access to a range of healthy snacks and engage in a range of physical activities each day. Drinking water is readily available to the children throughout the session, ensuring that they remain hydrated.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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