

# ST. Peter's Badgers Before And After School Club

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY341382   |
| <b>Inspection date</b>         | 12 January 2007  |
| <b>Inspector</b>               | Susan Rogers   |
| <b>Setting Address</b>         | Staffordshire County Council, St. Peters C E Primary School, King Street, Yoxall, BURTON-ON-TRENT, Staffordshire, DE13 8NF |
| <b>Telephone number</b>        | 01543 472 320 or 07798 846 885   |
| <b>E-mail</b>                  | siddell@tesco.net  |
| <b>Registered person</b>       | Humpty Dumpty Day Nurseries Ltd (4935261)  |
| <b>Type of inspection</b>      | Childcare  |
| <b>Type of care</b>            | Out of School care   |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

St. Peter's Badgers Before and After School Club, opened in 2006. It operates from a classroom and the school hall in St. Peters Primary School, Yoxhall in Staffordshire. The group serves children that attend St. Peters Primary School.

A maximum of 48 children may attend the setting at any one time. The setting is open each weekday from 07:45 until 09:00 and from 15:00 until 18:00 term time only. The children have access to a secure enclosed outdoor play area.

There are currently 26 children aged from four to 11 years on roll. Children attend for a variety of sessions.

The setting employs three staff to work directly with the children. Two members of staff hold an appropriate early years qualification. The setting receives support from the Local Education Authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children have good opportunities to exercise and develop their physical skills. They enjoy a wide range of challenging team games that effectively utilise the outdoor area. Children have developed strong friendships and this further promotes the success of team games. For example, older children thoroughly enjoy organising team games for younger children.

Children are well protected whilst they play outdoors as staff ensure that they wear suitable protective clothing. They successfully develop their finer physical skills through construction activities, painting, craft and challenging tabletop activities. Children are well protected as all staff have completed relevant paediatric first-aid training and know how to react if there are concerns.

Effective hygiene routines are thoroughly promoted and children's cooperation and understanding helps them maintain a healthy lifestyle. For example, staff encourage children and they are further reminded through posters to wash their hands before snacks and after using the toilet. They enjoy a wide variety of healthy food that includes sugar free drinks, a hot snack such as crumpets or toast, and fruit. Children eat their snack in a positive social setting since all children sit down together and enjoy interacting with each other whilst they eat.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are encouraged to take responsibility for their safety as they are familiar with the boundaries. They are well-protected if there are any concerns regarding their care since staff have completed relevant training and have support from the wider organisation and school staff. Children's safety is well maintained since staff provide excellent supervision throughout the session both working alongside children and observing their activities. For example, staff offer children explanations that they understand and supervise children well during all activities.

The activities are immensely suitable for children's development. Children's welfare is promoted as a consequence of the effective risk assessments since the environment and all equipment is maintained in a safe condition. Children are well motivated in their play since there are a wide variety of activities that include play-food, challenging table-top games, craft activities, imaginary play equipment and dressing-up resources. Their interest is consistently maintained as staff ensure that the activities are frequently changed and they are able to self-select activities. The premises are welcoming as staff are very accommodating, encouraging children's sense of security through their positive responses and active encouragement in their activities.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are very confident and thoroughly enjoy the activities and friendships they have formed. They interact well with each other recognising that their play is enhanced when they include others. For example, children sit together whilst they enjoy craft activities providing encouragement for each other. Their learning is well promoted as staff plan activities prior to the children arriving. Staff ensure that children enjoy a variety of learning experiences through

monitoring their involvement and making sure that the activities meet their individual needs. Children thoroughly enjoy each other's contribution to their play for example two younger children devise an imaginary play scenario that relies on each other's involvement.

Children's development is encouraged as the activities present with interesting challenge. Their understanding of their play is actively encouraged as staff provide comprehensive explanations. They feel secure as they are consoled and comforted by staff who encourage children to feel positive about their achievements.

Children are encouraged to take an active interest in their rural environment through nature trails as they discover the wider aspects of the large and interesting outdoor play area. Children are consistently active throughout the session and constantly occupy themselves with meaningful play opportunities. They extend their skills and maintain their enjoyment as there are many activities available. Staff are thoroughly skilled in supporting children so that their learning is promoted yet does not encroach on their need to explore. They develop good social skills as older children organise team games for younger children. Younger children gain in confidence as they successfully become involved in play with the older children.

### **Helping children make a positive contribution**

The provision is good.

Children learn about different traditions and cultures through a wide variety of positive images in their play equipment. This includes books, posters, play food, dressing-up-resources and people-paints. Their learning is further promoted as staff provide children with appropriate explanations regarding different aspects of society.

Children behave well they are actively encouraged to have respect for themselves and others through consistent praise. They demonstrate positive self-esteem as they are encouraged to consistently enjoy activities. Their opinions are much valued as they self-select preferred activities. Children are very considerate of each other's needs and strongly recognise that their play is enhanced when others are included. For example, older children support younger children's play by organising team games. Therefore, older children enjoy responsibility and younger children benefit from a positive sense of security.

Children with learning disabilities and difficulties are given good care as staff have appropriate experience and promote inclusion in all activities. Staff are skilled in working alongside other agencies consequently providing the best possible care environment for children. The effective partnership with parents promotes consistency of care for the children. Staff spend considerable time with parents promoting successful lines of communication, therefore, providing effective continuity of care.

### **Organisation**

The organisation is satisfactory.

Children are mostly protected as the documentation is well presented and accessible to parents. For example, there is an induction folder and a parents' policies folder all readily available. Children's welfare, however, is compromised as documentary evidence to confirm that staff are vetted is not readily available and the correct address for the regulator is not included in the complaints procedure.

Children's continuity of care is well protected as staff collect children from the school setting and ensure that there is minimum disruption. Children are actively involved in organising and decision-making process. For example, they take part in choosing which activities are available and freely choose a wide range of toys and equipment from the accessible storage. Appropriate consideration is given for each of the children's play needs. Consequently, children enjoy challenge and familiar aspects of play that promotes their overall development. Organisation is effective as staff ensure that there is time for children to work with each other as a group promoting their ability to support each other and work collectively. Overall the provision meets the needs of the range of children for whom provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- promote the welfare of children by making sure that all records and the address and telephone number of the regulator are accessible.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)