

St Chad's Badgers

Inspection report for early years provision

Unique Reference Number	218371
Inspection date	29 January 2008
Inspector	Elaine Poulton
Setting Address	St Chad's CP School, St Michael Road, Lichfield, Staffordshire, WS13 6SN
Telephone number	01543 416002
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Registered person	Humpty Dumpty Day Nurseries Ltd
Type of inspection	Childcare
Type of care	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.

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 Chad's Badgers Out of School Club opened in 2000 and is one of a chain of ten childcare provisions. It operates from the main hall and one classroom within St Chad's Primary School in Lichfield. The group has access to the school playing fields and a secure outdoor play area. The out of school club serves the local area.

The setting is registered for a maximum of 24 children under eight years of age at any one time. There are currently 34 children between four and eight years of age on roll. The setting also accepts children up to 11 years of age. Children attend for a variety of sessions. The group supports children with learning difficulties and/or disabilities.

The out of school provision opens Monday to Friday five days a week during school term time only. Sessions are from 15.00 until 18.00.

The setting employs four staff to work with directly with the children. Two staff including the manager, hold appropriate early years qualifications to Level 3. One member of staff holds a Level 2 qualification and the other staff member is working towards an early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of personal hygiene through planned routines. They know that they have to wash their hands after messy activities and after using the toilet. They understand that they use moist wipes on their hands after they have eaten sticky food. All children know that they put their rubbish in the waste paper bin, and they know this is different to the 'recycling box'. Staff follow effective procedures such as routinely cleaning food preparation work surfaces and tables with antibacterial spray before snack time. As a result children's awareness of good hygiene practice is consistently promoted.

Children benefit from staff who have knowledge in first aid. The setting has clear procedures for recording accidents and administration of prescribed medication. The setting's notifiable and contagious diseases procedure does not explore arrangements for informing appropriate authorities. This potentially compromises children's health should there be a health concern raised in the setting. Should a child become ill or sick whilst attending they are well cared for until the parents' earliest arrival. Parents are requested to keep their child at home if they are unwell. This ensures that contact with other children is kept to a minimum to prevent the spread of infection. Written consent is obtained from parents for staff to seek emergency medical advice or treatment where necessary. This ensures children's continued good health is well supported in the setting.

Children benefit from a healthy diet and are offered a good variety of healthy snacks. For example, fresh fruit such as oranges and bananas are offered alongside raisins, bread sticks and cheese cubes. In addition, they have a choice of water or sugar free squash at snack time. Drinks are freely available as the children have access to a jug of water and plastic cups on a tray throughout the session. Staff ensure children's individual needs are discussed with parents, and all dietary and health requirements are recorded on children's individual record forms. This promotes healthy eating.

All children have good opportunities for physical play and activities indoors and outside. Children who wish to be less active can access a range of less energetic activities, toys and games indoors such as quizzes and board games. Most children enjoy active play, especially group games with the parachute, ball games, hide and seek, team games, musical chairs and chasing games such as 'tag'. This ensures a healthy attitude to exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe by a staff team who place a high priority on safety and security in the setting. They ensure that visitors to the out of school group are closely monitored, all being required to produce identification which is checked carefully before gaining entry. Staff ensure they maintain an accurate daily record of children's and staff attendance.

Children use a range of developmentally appropriate resources. They play in a safe environment which is well organised and resourced providing as much choice as possible. Toys, games and equipment are well maintained and presented by staff to enable children to self-select. There is a varied range of resources stored at low-level, in clear plastic boxes all of which are clearly labelled and easily accessible.

Risks are limited through effective procedures, including key pad locks on some internal doors and key locks on external doors. Premises checks are undertaken daily and a record is maintained to ensure the safety and security in the group. The outdoor area is secure and staff closely supervise groups of children during outside play sessions to ensure they remain safe.

Staff consistently explain safe practices. The group talk about crossing roads safely. Fire fighting equipment is well maintained and emergency evacuations are practised regularly. This means that children are gaining a good awareness of how to keep themselves and others safe.

Staff have a good understanding of child protection issues and follow procedures to record existing injuries and report concerns to their line manager. The setting's written policy does not fully explore the current Local Safeguarding Children Board guidelines. This potentially compromises children's safety should there be a child protection concern raised in the setting. Ongoing training is encouraged to ensure all staff gain appropriate awareness of child protection issues. The child protection policy is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a good variety and range of activities. Staff meet children's individual needs and promote their welfare through providing an interesting and stimulating balance of age-appropriate games, themes and discussions. This is achieved through good planning and organisation and effective team work.

Staff are forward thinking and adapt activities to ensure that they are manageable and challenging. Children take part in board games, pool tournaments, floor games and soft ball games. They have good opportunities to taste different foods. For example, they enjoy eating pancakes with a selection of different fillings. They all have access to an 'entertainment area' with a computer, CD player and digital camera. They make good use of the 'reading area' and gather information from a wide selection of books. Younger children enjoy designing and building with blocks and bricks. Staff encourage children to take a photograph of their finished creative work for future reference. The imaginative play resources are well utilised. For example, younger children make good use of the 'home corner'. Children particularly enjoy craft activities such as threading necklaces. This means that children benefit from a good variety of activities to promote all areas of development.

Children are aware of the routine in the after school club and are able to predict what will happen next. For example, children know after snack time they have access to outdoor resources and equipment, weather permitting. This relaxed routine helps children to be calm, settled and confident.

Children are encouraged to be involved in a wide selection of free-choice activities. They quickly engage in the activities and staff respond well to their interests, ideas and suggestions. Very good relationships exist between children and staff. Children are confident to work alone but also relish the attention and interaction with adults. Consequently children are developing a sense of belonging.

Helping children make a positive contribution

The provision is good.

Children learn about the world around them and its diversity through a good range of craft activities and discussions. For example, they celebrate their own and different festivals and events. They are encouraged to use all resources and imaginative play equipment regardless of their gender. They are involved in recycling and know the what type of resources can be recycled successfully. This helps them to develop a sense of the world around them and awareness of others' similarities and differences.

Staff are competent, knowledgeable and have the skills and experience of working with children with learning difficulties and/or disabilities. They work closely with parents and other professionals to include all children and to meet each child's individual needs.

There is an established 'Badgers Council' and children take an active part in putting ideas forward. For example, suggesting what snacks they have, what activities they would like to do and what equipment they would like in their group. This means children have a voice in the life of the group and have their say in how the group is planned and organised. Children are well behaved and are rewarded and valued for their contribution to the group. They follow the club's rules and make their own group rules and they abide by them. They feel secure knowing what they can and cannot do at the setting and what is expected of them. Children are aware of what is right and wrong, they show responsible behaviour and share popular resources without being prompted. This means the group is successful in promoting children's self-esteem and confidence.

Partnerships with parents and carers is well established and this ensures continuity of care for children. An effective complaints procedure is available should there be a need. Appropriate policies and procedures are in place to keep parents and carers well informed about the group. For example, a policy is shared with parents regarding managing any unwanted or challenging behaviour and which promotes anti-bullying. Parents are eager to express their satisfaction with the childcare by reporting they 'would not bring them here if they were not happy' and that they are 'pleased and reassured' and 'know my children are in safe hands and enjoying themselves'.

Organisation

The organisation is good.

The registered person uses effective vetting and induction procedures to ensure staff are aware of the operational policies within the out of school club. Recruitment and selection procedures are robust to ensure that staff are suitable to care for children. There is a strong commitment to provide good quality childcare. The staff team have knowledge and experience of how to promote the care and well-being of children. This means that children's safety and welfare is effectively promoted in the setting.

Children are able to move freely around the areas used for the out of school club and the outdoor play areas. Space is well utilized to meet the needs of the children and this helps them feel safe, settled and secure. Staff respect children's decisions to join in or opt out of activities. Children are well supported as the staffing ratios are well maintained and exceeded in some circumstances. Consequently children have adequate adult support, resources and encouragement to promote their self-esteem and confidence.

Most staff hold current first aid certificates to ensure that any emergency need is dealt with swiftly. They attend appropriate training to benefit children's care learning and play experiences. Storage of children's records ensures that confidentiality is respected with regard to individual children.

All regulatory documentation is in place and is well maintained. There is a comprehensive range of policies and most procedures are clear. There are a few procedures which have not been updated to show the current reporting arrangements or changes in legislation. All required documents are made available to parents and carers to enable them to make informed choices about their children's care. Staff use policies and procedures to support the well-being and care of the children.

Overall children's needs are met.

Improvements since the last inspection

There were two recommendations from the last inspection. To build on communication with the school regarding use of designated areas; and to increase the variety of snacks to promote healthy eating.

The setting has built communication with the head teacher of the school. This has benefited the out of school group, because the children now have access to a classroom when the main hall is to be used for extra curricular activities. This ensures children have a designated area for their group.

The providers have implemented a verbal health snack and drinks policy whereby a varied range of fruit and healthy alternatives are offered to children at snack time. This means children are following a healthy eating programme whilst attending the setting.

Complaints since the last inspection

Since the last inspection 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.

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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):

- review and update arrangements to inform the appropriate authorities of notifiable infectious or contagious diseases; and revisit and update the child protection policy with particular regard to the Local Safeguarding Children Board guidelines.

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