

# Buzy Badgers and Badgerbrook After School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY358453
<b>Inspection date</b>	28 July 2008
<b>Inspector</b>	Jean Suff
<b>Setting Address</b>	Badger Brook Primary School, Badger Drive, Whetstone, Leicester, Leicestershire, LE8 6ZW
<b>Telephone number</b>	0116 275 2353
<b>E-mail</b>	
<b>Registered person</b>	Badgerbrook Afterschool Club
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day 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?

Buzy Badgers and Badgerbrook After School Club registered in its current premises in 2007. It is run by a private partnership and operates from Badger Brook Primary School in Whetstone in southern Leicestershire, providing out of school care for children in the village and surrounding area. It is registered to provide care for a maximum of 24 school-aged children under eight years. Older primary school children up to the age of 11 years also attend. The club opens from 07:30 to 08:45 and from 15:15 to 18:00 on Mondays to Fridays during term time and from 07:45 until 18:00 during the longer school holiday. Children attending in the mornings use the main hall and adjacent cloakroom facilities. Children attending in the afternoons and during the holidays are based in a classroom with adjacent cloakroom facilities. Kitchen and storage facilities are also available. An enclosed playground and playing field are available for outdoor play.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children's individual health and dietary needs are met well because staff work closely with parents and respect their wishes and requirements. Children are encouraged in good hygiene

procedures by verbal reminders to wash their hands before eating and after using the toilet. Sick or injured children are managed well by staff who follow comprehensive health and safety policies and hold current first aid certificates. Accidents are recorded and written permission is obtained from parents for emergency medical advice or treatment, therefore children are protected in an emergency.

Children bring a packed lunch to eat during the day, which is monitored by staff to ensure they eat healthily. In addition they enjoy varied, nutritious snacks which include fresh fruit daily and which comply with all special dietary requirements. Children understand what foods are healthy and make healthy choices for themselves. Children are reminded to help themselves to drinking water from a jug to ensure they remain hydrated whilst at the setting.

Children are developing their physical skills and gaining in confidence using a range of large and small equipment safely. For example, they take part in varied planned and spontaneous physical activities, such as football and running beneath a parachute. Children are keen to play outside so develop a positive attitude towards physical exercise and the outdoors. Children can rest on a mattress or cushions according to their needs.

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

The provision is satisfactory.

Children move freely around the playroom and enjoy access to an outdoor play area. Children feel welcomed and have a good sense of belonging within the setting. They are supported as they can help themselves to a variety of well-organised toys and play equipment. Children have sufficient space to engage in different activities at the same time so enhancing their enjoyment and interest.

Children are cared for in an environment where their safety is mostly promoted and protected. Appliances are checked regularly, emergency evacuation procedures are practised, equipment used by children is kept in good condition and staff carry out regular risk assessments. Children learn how to keep themselves safe through well-practised safety routines and reminders from staff about such things as keeping all four legs of their chair on the floor. Children are vigilantly supervised by staff at all times. However, the gate allowing access from the street is not secure throughout the session and visitors are not always asked to sign the visitor's book, which compromises children's safety.

Children's welfare is safeguarded because staff have recently attended training and have a very good knowledge of child protection issues. A child protection policy is in place and available for parents although it does not meet all current guidelines.

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

The provision is good.

Children are settled, confident and show high levels of self-esteem at the club because staff use praise to good effect. Children are encouraged to move around the setting, choose activities and help themselves to a drink when they need one. This encourages them to be independent and take responsibility for their actions and each other. Staff involve the children as they plan a range of play opportunities and provide resources which are appropriate to the ages and interests of the children attending. Children experience a good balance of activities, promoting their enjoyment and interest and enhancing their all-round development. Children of all ages engage readily in their chosen activity and play happily and co-operatively together.

Children use their imagination as they play in the home corner, prepare food to serve in a cafe or dress up in brightly coloured clothes. They enjoy craft activities, such as making a felt bag or pencil case. They decorate biscuits and work well together as they draw, challenge each other to noughts and crosses on the white board, play cards and box games or share a book. Children are supported and encouraged by staff who help them extend their experiences and interests. Staff listen to and value what children say and talk to them about what they are doing so developing their language skills. Children can be active or relax according to their needs. They have opportunities for outside play as outdoor activities are well promoted and children use the grassed area and adjoining playground for games and sports.

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

The provision is good.

Children settle well and spend their time happily together. They feel a sense of belonging and develop trusting relationships with staff as they are treated with equal concern and have their individual needs well met. Children show concern for others, learn social skills and enjoy being with and talking to adults and other children. Staff actively promote equality of opportunity so helping children to feel valued and also learn about the wider world. Resources are easily accessible which allow children to make independent choices. For example, they use dressing up clothes and imaginative play to develop their awareness of different cultures. Children with learning difficulties and/or disabilities are welcomed and integrated into the setting. They participate in all activities to the level of their ability so helping to promote their all-round development and independence.

Children behave well, are polite and respond positively to the routines and boundaries of the setting. Very good use of praise and encouragement enhances children's self-esteem. Staff have realistic expectations of the different age groups and are skilled at diverting and managing unwanted behaviour. Children benefit from a positive partnership with parents as staff regularly share important information about children's needs and interests which ensures continuity and consistency of care for children. A complaints policy is in place and parents are made aware of the complaints procedure.

### **Organisation**

The organisation is good.

Children are protected as the setting uses effective recruitment procedures which ensure that staff are appropriately vetted and qualified. Staff are committed to improvement and development, and induction training and appraisal systems are in place. Sufficient staff hold current qualifications in first aid so children are protected in the case of accidental injury. Children feel at home and at ease in the well-organised environment where indoor and outdoor space is laid out to maximise play opportunities for children. Group size and effective deployment of staff contributes to children's enjoyment and ability to take an active part in the setting.

All required documentation which contributes to children's health, safety and well-being is in place. The manager and staff work well as a team and continually assess the strengths and weaknesses of the provision to promote children's all-round development. Records are stored confidentially and are shared with parents. Children's care is enhanced by efficient and effective organisation of the setting. Overall children's needs are met.

## **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 by 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):

- ensure the outside play area is secure, that there is an effective system for managing access to the premises and that a record of visitors is consistently kept
- ensure the safeguarding policy complies with Local Safeguarding Children Board procedures.

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)