

Badgers Out of School Sett

Inspection report for early years provision

Unique reference number	305079
Inspection date	08/06/2009
Inspector	Doreen Davenport
Setting address	School Lane, Mickle Trafford, Chester, CH2 4EF
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Type of setting	Childcare on non-domestic premises

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.

Description of the setting

Badgers Out of School Sett is one of three privately owned out of school clubs that are managed by Guilden Sutton Day Nursery. It was registered in 1998 and operates from Mickle Trafford Primary School, in the village of Mickle Trafford, near Chester. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club offers out of school care for children from the school and is open each weekday from 08.00 until 09.00, and from 15.00 until 18.00 during term-time only. It has access to a classroom, a mobile classroom and the school hall, kitchen and toilet facilities. Children also have access to fully enclosed playing fields and the school playground. The setting can cater for up to 40 children at any one time and there are currently 49 children on roll. Of these, three are in the Early Years Foundation Stage and 13 are under eight years of age. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. There are four members of staff. One holds a level 3 play worker qualification, one is working towards National Vocational Qualification level 3 and one is working towards NVQ level 2. Further staffing is available from Guilden Sutton Day Nursery and all have appropriate childcare qualifications. The out of school club has an Aiming High award.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are happy and well cared for in this secure and inclusive environment, although fire drills are not carried out frequently enough and the setting have not notified Ofsted of recent changes to the provision. Children enjoy a varied range of practical activities that enables them to make steady progress. However, opportunities for children to choose their own resources and organise and develop their own activities and ideas are limited. There are no planned, ongoing observations to record or track children's progress or to identify next steps in their learning. Satisfactory self-evaluation procedures, together with the successful implementation of recommendations from the last inspection, show that the setting has satisfactory capacity to improve further.

What steps need to be taken to improve provision further?

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

- develop observation and tracking systems to record children's progress and identify next steps in learning, building on what they already know and can do
- develop systems to provide children with more opportunities to initiate and develop their own activities, for example by making choices and selecting resources.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that fire drills are carried out more frequently (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 30/06/2009
- inform Ofsted of any changes to the individuals who are members of the governing body or management committee in advance of the event occurring where possible, or within a maximum of 14 days of the event occurring. (Suitable people) (also applies to both parts of the Childcare Register) 19/06/2009

The leadership and management of the early years provision

The supervisor has only been in post for a few weeks but has a clear view of the setting's strengths and areas for improvement. She has devised an appropriate action plan and made a good start to formally recording self-evaluation in order to measure the impact of actions taken on children's learning and development. Staff are committed to improving their practice and there is an ongoing programme of training to support this.

The club runs smoothly on a day-to-day basis thanks to the enthusiastic staff who work well as a team. Appropriate recruitment, vetting and induction procedures are in place to ensure suitability of staff to work with children. There is a broad range of policies and procedures to safeguard children's health, safety and well-being. These are reviewed regularly and understood and followed by all staff. Daily safety checks and risk assessments ensure that children feel safe and well cared for in this secure environment. However, although children are familiar with the procedures, fire drills are not held frequently enough and staff have not notified Ofsted of changes in the provision. Staff know the children well. They respond to children's requests for help with their activities and provide a 'listening ear' when needed. As a result, children feel valued as individuals.

Satisfactory partnerships with parents and the school ensure continuity of care. Parents are pleased with what the setting offers. They have opportunities to discuss concerns with staff and are kept informed of their child's welfare and achievements through regular, informal contact.

The quality and standards of the early years provision

Children are happy and enjoy their time at the club. On arrival, they are greeted warmly by staff who make them feel at ease and are keen to hear about their busy day in school. Children eagerly choose from a suitable range of practical activities which engage their interest and encourage them to learn and play happily together. They especially like card and board games and one child was delighted with her efforts when playing hopscotch outside. These activities effectively develop children's counting and number skills in a fun way. Over the week, activities cover all areas of learning and enable children to make satisfactory

progress. However, the layout of the rooms available and the limited storage space restrict the opportunities that children have to make independent choices and to organise and develop their own ideas and play activities. Staff try to match activities to children's interests but, as yet, there are no planned observation and assessment systems in place to record children's progress and identify next steps in their learning.

Relationships are good and children behave well. They also respond well to the praise and encouragement of adults and older children who act as good role models and help them with new activities or unfamiliar resources.

Children know the importance of staying safe, fit and healthy. They tuck in enthusiastically to the good range of nutritious snacks provided for them, gaining in confidence and independence as they help set the tables and make up their own 'wraps' from a selection of healthy foods and salad. They also enjoy the opportunity to interact socially with others as they share their news or talk about the days events. The children love playing outside. They particularly enjoy the good range of physical activities and resources and these promote well children's active lifestyles. A weekly sports day effectively develops their personal as well as physical skills. Children are carefully supervised at all times and learn about keeping the environment safe as they tidy away their toys after use. They are developing a sound understanding of different countries and cultures as they record their favourite holidays through writing, pictures and other craft activities. Children learn about the wider community as they dress up for 'Red Nose Day' and organise raffles for 'Children in Need'. They develop appropriate skills for the future as they learn to cooperate, show consideration for each other and play harmoniously together.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR12, CR5) 30/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR12, CR5) 30/06/2009