

Beacon Badgers

Inspection report for early years provision

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Inspector Patricia Underwood

Setting address St. Michaels C of E Primary School, Sturgeons Hill,
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Type of setting Childcare on non-domestic premises

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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

Beacon Badgers Before and After School Club was first registered in 1997. It operates from two rooms, the hall and dining room, within St Michaels Church of England Primary School in Lichfield. Children have access to a fully enclosed outdoor play area and the school field. Links with the school have been established.

The club is on the Early Years Register and the compulsory and voluntary parts of the Childcare register. A maximum of 56 children may attend at any one time.

Currently there are 58 children on roll, 7 of whom are in the early years age group. The club also caters for children up to the age of 11. During term-time it is open from 07.30 am to 09.00 am for the Before School Club and from 15.00 pm to 18.00 pm for the After School Club. The holiday club runs from 08.00 to 18.00, during school holidays only. The Before and After school clubs serve children from the school and the nearby school, whereas the holiday club is open to any child living in the locality.

10 members of staff are employed. Five of whom hold appropriate early years qualifications, four are working towards qualifications and one who is unqualified. The setting has additional support from the Early Years adviser.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall effectiveness of Beacon Badgers is good. Staff ensure children receive a warm welcome in a safe and happy environment and provide a good range of activities, which the children thoroughly enjoy. Parents express their confidence in the staff and the care provided. Although there are presently no children on roll with special educational needs and/or disabilities, procedures are in place to ensure that should any such child attend their needs would be fully met. The setting knows itself well and has already prioritised areas of development; consequently the capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- ensure that planning clearly shows how each activity relates to the areas of learning within the Early Years Foundation Stage Curriculum
- develop assessment skills that highlight what children can do and what the next steps of learning using the information to inform planning.

The effectiveness of leadership and management of the early years provision

Effective procedures are in place to identify any child who may be at risk. All policies are in place and regularly up dated. Staff are expected to be familiar with all policies including health and safety requirements and risk assessments. Staff carry out daily checks to ensure all areas the children use are both clean and safe. Toys are regularly checked for damage. A good security system is in place which prevents unwanted adults entering the club. As a result children are well protected.

Staff are committed to ensuring the club runs smoothly on a day-to-day basis. They work very well together as a team, know their roles and responsibilities and support each other. Staff are very carefully vetted and encouraged to attend further training to develop their knowledge and understanding of the Early Years Foundation Stage, thus gaining additional qualifications.

Parents express every confidence in the club and what they provide for their children. Comments such as 'My child enjoys coming very much and doesn't want to go home', 'Staff are approachable and any problems are quickly resolved' reflect the parents' views. Staff ensure good partnership and engagement with parents ensuring they receive daily oral feedback about what their child has been doing, which they are very happy with. The club liaises with the school, in particular the teachers of any reception children attending the club but at present shares little information about the children's range of activities with the teachers. Because there are no children on roll who have special educational needs and/or disabilities there is no liaison with outside agencies but staff know who to contact should the need arise.

All recommendations from the previous report have been addressed and self-evaluation is good. The club knows its strengths and areas for development well and has already prioritised those for further improvement. All staff are involved in discussion about what the club needs to improve. Consequently they are well placed to move forward.

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

A good range of age appropriate activities is offered to the children, and after their snack they are keen to begin. Activities are well planned and varied, taking account of children's interests. However, planning lacks any details of how they relate to the six areas of learning within the Early Years Foundation Stage curriculum. Despite this, many of the activities support the development of relevant skills in all areas of learning. For example, playing board games, which the children enjoy, builds on the understanding of counting, and develops children's social skills by learning to share and take turns. Colouring or completing jigsaws helps with pencil control and spatial awareness. Books are readily available and children can be seen happily sharing books with each other. Staff encourage

children to talk and extend their language skills by asking lots of open ended questions. For example, children investigating shaving foam used a range of adjectives to describe what it was like.

Staff regularly observe the children but the quality of assessment and its use is satisfactory. There are few references made about how the children are developing skills in relation to the early learning goals or areas of learning, or what the next steps of learning may be. Although information about each child is recorded and saved in a file this is very limited.

Children enthusiastically play together outside, enhancing their physical development well by skipping, developing hand-eye coordination through using bats and balls or throwing rings to each other. Staff readily help children and join in their games.

Staff are very caring and supportive, ensuring all children can access the activities. They make the children's welfare a priority. They have very good relationships with the children and although each child has a key person staff know all the children well. Consequently children are confident, happy and settled. Children are very well behaved and know what is expected of them. They relate well to each other and work together in harmony, with the older ones providing good role models and helping the younger ones.

Personal and social development is enhanced through playing games, working as a team, learning to share and following rules. During snack time children sit at tables with a mixture of ages, the older ones happily talking to the younger ones. A healthy lifestyle is well promoted through encouraging children to eat healthy foods such as fruit, vegetables or nuts and to drink juice or water at snack time.

The club presents the children with a satisfactory range of opportunities to help prepare them for the next stage of life. They have no opportunity to use computers during the club sessions, there is no access to them. However, there are plenty of opportunities to develop numeracy and literacy skills.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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	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: Met

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