

St. Peter's Badgers Before And After School Club

Inspection report for early years provision

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Inspection date	04/03/2010
Inspector	Sue Hall
Setting address	St. Peters C E Primary School, King Street, Yoxall, Burton-on-Trent, Staffordshire, DE13 8NF
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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

St Peter's Badgers Out of School Club opened in 2006. Due to building work at the school the group currently operates from the School Hall and Class 2 in St Peter's Primary School, Yoxhall, near Burton-on-Trent. The provision has access to an outdoor play area. The group mainly serves the local area. The before and after school club is registered for 48 children from three to eight years of age. The group also offer places to children from eight to 11 years. There are currently five children in the Early Years Foundation Stage, a further 13 under eight, and nine aged from eight to 11 years. Children attend a variety of sessions. The setting is inclusive and could support children with special educational needs and children who speak English as an additional language, but there are none currently attending. There is good access for children and adults with mobility difficulties. The before and after school opens each week day at 7.45am until 8.45am and 3.15pm until 6.00pm during school term times. The setting employs five staff to work directly with the children. Four of the staff including the manager have appropriate early years qualifications. The setting receives support from the local authority. The group is run by Humpty Dumpty Day Nurseries Limited.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision was judged to be good. Children develop good relationships with their friends and staff and say they like attending the sessions because everyone is friendly. Staff meet the individual development needs of the children well, including those in the early years, and promote aspects of their welfare and learning successfully in an inclusive environment. The setting has very strong relationships with parents and works well with the host school to ensure a consistency of approach. Leadership and management are effective which ensures there is the 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:

- ensure that all policies are regularly reviewed and dated
- ensure that the setting provides a good balance of adult-led and child-led activities to include a range of purposeful tasks that help develop a range of skills.

The effectiveness of leadership and management of the early years provision

The setting has maintained the good quality of provision identified in the previous inspection. Staff have a good understanding of how to safeguard the children and are well supported in their work by the limited company that the club is part of.

This helps protect the children from harm. Staff clearly understand their responsibilities and have attended a good range of training activities in order to carry out their roles effectively. Staff members have a good understanding of how to promote equality and diversity and are suitably qualified and deployed to provide high levels of support for the children attending.

The setting benefits from the overview and administrative support of the limited company which carries out appropriate checks on those who work with the children and provides a suitable range of policies and procedures to be followed. Most policies, procedures and records promote good quality care and positive outcomes for the children. However, several policies are generic to all the settings and not specifically tailored to this group or the needs of the children and staff. Most policies are appropriate but some, such as the Race Equality policy are combined with others and not particularly well managed which makes it difficult to provide information for a parent or visitor should a query arise. A few documents such as the Equal Opportunities policy and complaints procedure have not been reviewed in their stated time frame and some are undated. While the afternoon group has had several recent fire drills these have not been completed as regularly for the breakfast club. Nevertheless, while there are some omissions in the organisation and management of policies this in no way endangers the children who are looked after well on a day-to-day basis.

The setting promotes inclusive practice ensuring all needs are taken account of and children can enjoy their time in the different sessions. The staff are vigilant in carrying out daily risk assessments during this temporary period while part of the area they normally use is experiencing building work. Staff organise the environment and resources effectively which enables the children to make good choices in the activities they wish to take part in. Children say they particularly enjoy playing outside in the school grounds and on the field.

The club's self-evaluation procedures are satisfactory. The current self-evaluation information is somewhat brief and lacks detail though is generally accurate. However, this has only been carried out for the afternoon sessions and not included the breakfast club provision. The previous inspection required the staff to make sure that all records and the contact details of the regulator were included in the complaints procedure. This has been done.

Parents and carers think very highly of the setting and the way in which staff support their children. Some note that staff 'go above and beyond the call of duty' in caring for the children. Parents and staff exchange verbal information on a regular basis and parents say they feel very well informed about what their children are doing. Information provided to parents about their children is very good and staff have made effective arrangements for temporary notice boards to provide updates during the temporary relocation.

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

Children enjoy attending the sessions and behave well. Warm relationships between staff and children are clear. Children are keen to express themselves and their ideas because staff encourage them to discuss things and to think for themselves. They are expected to take responsibility for clearing up after snack time and for putting away any resources that are used. Staff talk to the children about forthcoming activities and on the day of inspection particularly about the costumes they were wearing for World Book Day. Children enjoy chatting together at toast time. Photographic evidence shows a good range of creative activities including drawing, painting, decorating paper plates and tiles, using chalks and baking and decorating biscuits. The group provides opportunities for the children to learn more about cultures other than their own including Holi, Diwali and Chinese New Year.

Children in the Early Years Foundation Stage are supported well by staff who assess the progress made in the different areas of learning. Samples of the activities they undertake together with photographic information forms the basis of individual records of the children that attend the after school activities. There is a reasonable range of child-chosen activities and in the afternoon sessions some adult-led activities. However, in the morning sessions staff miss opportunities to provide a more stimulating range of activities and some children do little more than chat throughout their time in the session. This is largely because while there are brief plans set up for the after school activities there are none for the morning sessions. Whilst some materials are provided in the mornings such as those for drawing Mother's Day cards or colouring sheets these do not encourage the pupils to improve their skills as much as they could.

Children enjoy a healthy diet because the setting ensures that all snacks and drinks are healthy options and the setting places a good emphasis on healthy lifestyles. Afternoon snacks always include fresh fruit, featuring a good range of common and more unusual fruits that staff encourage the children to try. Wholemeal toast is usually provided along with items such as breadsticks, carrot and cucumber pieces and low sugar juice. Staff carefully clean table surfaces when eating and drinking and children practise appropriate procedures for their own personal hygiene. Overall, the setting provides a good quality of education and care with children, parents and staff all happy with what is provided.

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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	2

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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