



Badgers Out of School Sett

Inspection report for early years provision

Unique Reference Number	305079
Inspection date	01 February 2006
Inspector	Suzette Butcher
Setting Address	Mickle Trafford School, School Lane, Mickle Trafford, Chester, CH2 4EF
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Registered person	Anne Lesley Stone
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Badgers Out of School Sett is one of three privately owned out of school clubs that are managed by Guilden Sutton Day Nursery. It opened in 1998 and operates from Mickle Trafford Primary School, in the village of Mickle Trafford, near Chester. 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. Children share access to a fully enclosed outdoor play-area.

There are currently 44 children on-roll. The setting supports children with special needs and children who speak English as an additional language. There are 4

members of staff, of whom 2 hold appropriate early years qualifications. Further staffing is available from Guilden Sutton Day Nursery. The out of school club has an Aiming High award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children demonstrate a sound understanding of the importance of following appropriate hygiene and health routines. They independently manage their personal care with staff prompts and help to clean areas or clear away after snacks. They are supported by the staff's knowledge and understanding of effective health and hygiene procedures. Children are protected from becoming ill as areas are cleaned regularly and the correct procedures are in place to reduce the risk of infections and cross-contamination.

Every child enjoys participating in a range of indoor and outdoor physical activities, such as football, hopscotch or circle games. They are aware of the benefits of regular exercise in maintaining a healthy lifestyle and participate in general discussions about different ways to keep fit and enjoy the fresh air outside. Individual children gain confidence and test out their coordination and organisation skills in team games or small group activities. Fine motor skills are developed when they create colourful pictures or construct a model.

Children choose from a selection of healthy, nutritious options with items, such as fresh fruit, vegetables or cold meats, available at snack time and a choice of cereals for breakfast. Children of different ages help to organise snack on a rota basis. Weekly snack menus are displayed for parents and children are consulted and actively involved in planning menus. They write their ideas on a wish list or join in group discussion where they are encouraged to consider the consequences of healthy and unhealthy eating. However, fresh drinking water is not readily accessible for children and they are not encouraged to understand the importance of regular drinks in staying healthy, especially after exercise. Special dietary needs are recorded and followed by all staff as they ensure that emergency procedures are in place and that individual requirements are met for children who have allergies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe in the secure environment with intercom systems in place to monitor visitors to the setting. Every child's wellbeing is protected as the shared premises are checked for safety in daily risk assessments and staff are vigilant throughout the session as they assess and reduce risks. Children's welfare is safeguarded as staff recognise their responsibility to protect children and have a good understanding of required child protection policies and procedures.

Every child is involved in developing and reviewing safety rules in regular group

discussions. They subsequently understand and respect physical and behavioural boundaries, such as not playing on the grass. They learn to consider the consequences of their actions as they remind each other not to run as they may hurt someone. Activities are appropriately supervised to enable children to assess risks, accept challenges and confidently test out their skills in a supportive environment. They develop independence as they choose from the available good quality resources and equipment. Unfortunately, choice is limited because all resources are in a storage area and must be put out and cleared away after each session. Children have some awareness of what is available and confidently ask for items such as small world toys or games that are stored away. Staff introduce innovative ways to extend opportunities for children's play and learning such as introducing 'Badger's library' where they can borrow books or taking home 'Pink Poodle' to look after for a week. This helps children to develop a stronger sense of belonging.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children happily and excitedly join the group as they finish school and choose an activity from the range available. Adults and children relate warmly to each other as they take time to listen and share experiences in informal chats. Children are consulted and involved in future planning and opinions are valued when their ideas or problems are discussed during weekly group meetings. Comments and ideas are also put into a 'Wish box' and individual preferences are acknowledged when, for example, children ask for more salsa dancing. Children look forward to familiar events, such as 'Fun day Friday' when they watch a film together.

Children across the age range enjoy lively whole group games, such as 'X-Factor' or circle games. They confidently work together in a smaller team as they share ideas and excitedly create imaginative dramas to act out for the rest of the group and staff. Every child is actively involved and develops a strong sense of achievement which is loudly celebrated by everyone involved. Small world toys and dressing-up clothes enable children to explore further imaginative opportunities as they initiate and extend role-play games together. Children comment that they enjoy colouring and drawing best as they carefully design a complicated pattern or complete a picture. Outdoor games develop children's physical skills when they run and skip as they explore the environment or join in a football game.

Opportunities are available for children to participate in different activities as the whole group moves from one area to another around the school. However, choices for children are limited due to lack of space and children are not able to access a balance of energetic and quiet, relaxing opportunities throughout the sessions. This inhibits children from developing independence as they make their own choices in play and leisure activities.

Helping children make a positive contribution

The provision is good.

Children are well behaved and respect boundaries and standards of behaviour within the group. They understand that rules, such as 'Do not run along the corridor', or 'Ask before going to retrieve a ball from the grass', are required to maintain a safe and fair environment where everyone plays happily together and has fun. Every child is consulted and actively involved in reviewing rules and agreeing boundaries in group discussions. Individual levels of understanding and maturity are respected and taken into account as children are encouraged to accept responsibility for their own actions and acknowledge the needs of others. Minor disagreements are skilfully dealt with in a way that is appropriate to each child's age and stage of development. Children who are upset or overexcited are gently offered support with hugs and cuddles or given time to cool off. Noise levels are effectively reduced when an energetic game becomes too boisterous and loud. Children stop and listen when they are reminded to calm down. Children are encouraged to take turns, share and play fairly and cooperatively in group activities or playing a competitive board game together.

An inclusive environment enables children across the age range to be actively and confidently involved in all areas. Every child is supported and included by staff who are sensitive to individual strengths and weaknesses and acknowledge preferences and different levels of maturity. Self-esteem and confidence are developed in a positive approach where staff and children offer each other regular praise, value kind actions and celebrate success. Children gain an awareness of diversity and learn about the wider world in topics, such as learning about Diwali. They enjoy learning about different cultures and religions as they create Mehendi patterns and Holi pictures. Displays and resources promote positive images of diversity for children and this is reflected in staff's positive attitude and sound understanding of equal opportunities.

All relevant details are gathered and recorded to promote good continuity of care for individual children. Effective links are formed within the school as messages passed on or details of current topics are shared and explored with the children. Information is readily available for parents in a pack of key policies and procedures and the parent's notice-board is clearly displayed and regularly updated. Informal chats and letters promote an effective partnership between staff and parents to support children. Parents comment on their overall satisfaction with the quality of care provided and state that they are well informed and appropriately involved in the setting.

Organisation

The organisation is satisfactory.

Staff are confident and well prepared as they plan activities in advance and regularly meet to evaluate and adapt planning. They are committed to continually improving their knowledge and experience and have recently achieved the level one Aiming High quality assurance award. Staff work well together and are aware of their roles and responsibilities within the team. An induction programme is implemented for new staff to ensure that children's welfare is fully safeguarded. However, the management team do not always inform Ofsted of significant staff changes. Children are appropriately supervised with regular discreet head counts to ensure that staff ratios

are maintained. A balance of indoor and outdoor activities are provided although opportunities for children's play and development are restricted within the small playroom and within the school organisation of after school clubs. The out of school room is a small shared area within the school and cannot be developed into a cosy, homely area for children after school. There are effective links and support networks with two other out of school clubs that are managed by the same provider. Ideas are shared and resources are rotated around the settings to provide wider opportunities.

All required documentation is in place with a comprehensive booklet of policies available for staff and parents. This is reviewed and updated on a regular basis. For example, effective procedures are followed to record and respond to complaints. Confidentiality is maintained with records stored securely in a locked cupboard and important contact details easily accessed.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection, the setting agreed to improve storage facilities and the general security of the premises. A storage area has been made available to improve the organisation and effective security systems are in place throughout the premises to protect children.

Complaints since the last inspection

There are no complaints to report. 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.

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 satisfactory. 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 that children have access to fresh drinking water at all times
- provide a balance of energetic and quiet, relaxing opportunities to enable

children to make their own choices in their play and leisure activities

- inform Ofsted of any significant staff changes.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk