

Little Badgers Child Care

Inspection report for early years provision

Unique reference number EY345618
Inspection date 15/12/2010
Inspector Jim Bostock

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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).

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

Little Badgers Child Care is one of two nurseries run by a private provider. It opened in 2007 and operates from premises within the grounds of Shaftoe Trust Controlled First School, in Haydon Bridge. The group serves the needs of children from the local community and surrounding areas. A maximum of 46 children may attend the setting at any one time. Children have access to the childcare rooms, the out of school classroom and enclosed outdoor play areas. The provision is wheelchair accessible.

The day care facility is open each week day from 7.30am until 6pm, for 51 weeks of the year. The out of school club operates during school term time from 7.30am to 9am and from 3pm to 6pm. During school holiday periods it operates, as required, from 7.30am to 6pm.

There are currently 35 children aged from 6 months to under eight years on roll. Five of the children are in receipt of funded education. The setting admits children up to 14 years of age. The setting employs nine staff to work with the children. All staff have an early years qualification at level 3. The manager has a qualification at level 6 and the play leader holds a qualification at level 4. The setting receives support from the local authority and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is effective at meeting the needs of all children, and has good plans for children with special educational needs and/or disabilities. Children from differing backgrounds are fully included in the service. Children feel valued and enjoy the interesting and stimulating experiences offered as staff successfully provide a happy and caring environment. The owner/manager has a strong commitment to the ongoing development of the quality of the provision. Most policies and procedures are effective and there is good self-evaluation in place. This demonstrates the ability and commitment to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the systems for communicating information, particularly assessments of progress, between all settings where children receive care and education, and with parents

The effectiveness of leadership and management of the early years provision

The setting runs smoothly. Systems for ensuring that children are safeguarded are up to date and complete. Risk assessments are used effectively to ensure children are safe and secure. All required policies, records and procedures, including suitability checks for staff, are in place to protect children.

Positive links with parents and carers ensure that children's individual needs are generally well met. However, parents and carers are not closely involved in the assessment process thereby staff do not use their knowledge of their children to best effect. Parents and carers are very happy with their children's progress and enjoyment at the provision and feel they are part of an extended family. The manager is committed to driving improvement and encourages staff training and development. Self-evaluation is generally used very well to identify strengths and weaknesses in order to implement improvement. All recommendations from the previous inspection have been addressed. Staff work as a cohesive unit, providing a stable environment for children. They know how well children are progressing, and use this to support children's development.

The setting effectively supports and promotes inclusive practice by ensuring that all children are warmly welcomed and successfully encouraged to participate in activities. There are many activities and resources which provide positive images of difference and diversity. This helps children to develop their knowledge and positive attitudes towards others. The setting enjoys a constructive dialogue with the primary school which helps children progress and move on. Staff are hoping to establish such partnerships with other providers to ensure that there is a consistent level of understanding for the needs of all children who attend the setting.

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

The setting is most welcoming. Staff are warm and caring towards children so that they are confident and secure in their care. Children behave very well because they are respected and made to feel part of the group. Staff supervise them well, are attentive, interested and responsive.

Children understand the importance of washing their hands before eating and thoroughly enjoy the social experience at meal and snack times. This is because adults involve children in conversations and reinforce appropriate behaviour through praise. Relationships between all children are very good. Children are learning about staying safe by regularly practising emergency evacuations and learning about road safety as they visit the library in the village. Good organisation of resources, toys and activities means that children can easily access them. This encourages them to develop personal preferences and independent skills.

Staff involve children in play, making learning fun and enjoyable. They plan

activities so that children are involved in decisions while they have every opportunity to progress in their learning. For example, as children gathered to play musical instruments one child asked if they were sitting in a circle. Staff agreed this was a good idea and helped arrange this so that the children all faced each other. The children chose the songs and happily played and sang along. Children have daily opportunities to use a wide range of resources outdoors in the school grounds, including growing fruit and vegetables and playing in the den. They enjoy their time outdoors which helps them develop strength and agility.

Activities are arranged to stimulate interest and they support good progress in communication skills, including use of information and communication technology. For example, children have free access to the computer and have the use of a timer to ensure they self-regulate so that every child can have a turn and share this equipment. Children count regularly and develop good speaking and listening skills during the frequent discussions throughout their play, at snack and during role play. This helps them to develop the necessary personal and social skills to support their future economic well-being.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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