

Scotch Orchard Badgers

Inspection report for early years provision

Unique reference number	218357
Inspection date	31/01/2011
Inspector	Janet Keeling
Setting address	Scotch Orchard CP School, Scotch Orchard, Lichfield, Staffordshire, WS13 6DE
Telephone number	01543 510740
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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

Scotch Orchard Badgers After School Club is one of nine after school clubs run by Humpty Dumpty Day Nurseries Ltd. It opened in 2000 and operates from facilities at Scotch Orchard Primary School in Lichfield, Staffordshire. The club has access to an enclosed outdoor play area and serves children and families from the local and surrounding areas.

A maximum of 24 children from three to under eight years may attend the club at any one time. It currently takes children from four years of age and also offers care to children aged eight to 11 years. There are currently 30 children on roll, of whom two are within the early years age group. Children attend for a variety of the sessions on offer. The club opens Monday to Friday from 3pm to 6pm during school term times only. The club is able to support children with special educational needs and/or disabilities and children who speak English is an additional language. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work directly with the children, all of whom hold an appropriate Level 3 qualification in early years. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children share warm and friendly relationships with staff and their peers and, as a result, they are happy and settled. They engage in a wide range of enjoyable activities which support their individual interests and learning needs. Staff strive to offer an inclusive and welcoming service where all children are valued and respected as individuals. Children are safeguarded well, with most documentation and procedures effectively in place. Strong partnerships with parents and other early years professionals at the host school have been established, ensuring children's individual needs are well supported. Staff demonstrate a sound commitment towards the sustained and continuous development of the club.

What steps need to be taken to improve provision further?

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

- extend risk assessments further so that they cover everything with which a child may come into contact, with specific reference to the children's toilets and the cloak room area.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well by the club's effective recruitment and vetting procedures and staff have a sound understanding of their roles and responsibilities while protecting children in their care. This includes their duty to record and report any concerns and to share the club's safeguarding policy with parents on admission. Staff demonstrate a good understanding of health and safety issues and have written policies and procedures to support the running of the club. Staff routinely verify the identity of all visitors and have a visitors' book in place. There is a fully documented fire evacuation procedure and staff ensure that regular fire drills are completed. Risk assessments are completed, reviewed yearly and cover the indoor and outdoor environments. However, the daily risk assessments do not cover everything with which a child may come into contact. This refers to the cleaning of the cloak room area during the operational times of the club. It also refers to the inefficient heating system in the children's toilets, which result in the area being very cold. The deployment of resources is good. For example, available space is used effectively to support the children's individual needs and staff are deployed successfully to ensure children are supervised safely at all times.

Staff are enthusiastic, motivated, work well together as a team and have a good understanding of their roles and responsibilities. Staff warmly interact with children during play and respond to their individual needs. Consequently, children feel safe and secure. Methods to promote equality and diversity thread through the club. This is successfully achieved through planned activities, role play equipment and through open discussion with staff and children. The club's self-evaluation system, together with parent questionnaires and feedback from children, help staff to identify the club's strengths and areas for improvement. All recommendations from the previous inspection have been successfully met and have had a positive impact on outcomes for children. Feedback from children during the inspection was very positive. They said that they enjoy attending the after school club and have fun with their friends.

Partnerships with parents are good. Children benefit from the very positive relationships that have been established between their parents and staff and from the effective key person system. Parents are warmly welcomed by staff and clearly feel very comfortable within the club. Parents speak highly of the staff and are confident that their children are happy and kept safe. Parents also commented that they find staff approachable, helpful and flexible in meeting the needs of their children and family commitments. The informal exchange of information each day ensures that children's changing needs are met. Parents are kept up-to-date with the club's activities through the use of a parents' notice board and through regular newsletters. Staff have also developed positive relationships with other early years professionals at the host school, which contribute effectively to the ongoing continuity of care provided for all children.

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

Children benefit from the staff's caring and friendly manner. Staff genuinely enjoy their roles and responsibilities and spend quality time interacting and supporting children, and consequently, children clearly enjoy attending the club. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. Children are provided with opportunities to play independently, alongside each other and in groups. Staff know the children very well as they observe and assess them as they play. Staff have introduced learning folders for all children in the early years age group, which record information about a child's achievements. Children are familiar with the daily routines and look forward to meeting up with their friends where they can share the day's news and play together.

On arrival children receive a very warm welcome from staff and spend time relaxing and chatting with their friends after the rigours of their day in school. They are encouraged to make decisions about their own play and learning as they decide what activities they would like out during the session. They are very aware of what equipment is available and confidently ask staff for help and support in setting up activities. One group of children sit happily together and enjoy being creative with the different coloured dough. They knead, roll and cut the dough into different shapes. Other children sit together and engage in a craft activity. They chat eagerly as they carefully colour in pictures. Elsewhere, there is enormous excitement and fun as a group of children engage in a role play activity. They dress up in kimonos and set up their Chinese restaurant. Children prepare the till, take orders for food and prepare a delicious vegetable stir fry meal. They are developing an understanding of the wider world as they access resources that are representative of diversity and also celebrate cultural festivals throughout the year.

Children are developing an awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children how to use equipment safely and gently remind children that they must not open the main door at any time. They are fully aware of the importance of washing their hands before snacks and recognise the changes that happen to their bodies when they are active. Children have good opportunities to develop their physical skills and have daily access to the outdoor areas. For example, children cooperate well as they enjoy team games, skip, hoola hoop, play football and enjoy activities using the parachute. Throughout these sessions, children are very aware of the needs of others and take the time to support those in need of help. They engage in discussion about healthy lifestyles and are currently completing a topic display board about nutrition. At snack-time children enjoy crackers, tomatoes, cucumber, carrots and kiwi fruit. They also freely access drinking water or squash, ensuring that they remain hydrated. Children are polite, well mannered and respond to staff expectations. They are involved in putting together the 'Club Rules', which they discuss, agree and display. These include, 'have fun and stay safe' and, 'be respectful'. Children's contributions are fully recognised and their sense of belonging is fostered very well. For example, staff

listen carefully to children's views and ideas and celebrate achievements, such as awarding 'man of the match' medals for good team work in football games.

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