

# St Chad's Badgers

Inspection report for early years provision

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<b>Unique reference number</b>	218371
<b>Inspection date</b>	05/07/2011
<b>Inspector</b>	Janet Keeling

<b>Setting address</b>	St Chad's CP School, St Michael Road, Lichfield, Staffordshire, WS13 6SN
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**Email**

<b>Type of setting</b>	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 Chad's Badgers opened in 2000 and is one of a chain of ten childcare provisions. It is privately run and operates from the school hall and a classroom within St Chad's Primary School in Lichfield, Staffordshire. Children have access to the school playground and playing fields. The club serves children and families from the local and surrounding areas.

A maximum of 48 children from three years to under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight to 11 years. There are currently 48 children on roll, and of these, 12 children are within the early years age group. Children attend for a variety of sessions. The club opens Monday to Friday from 3pm to 6pm during school term time only.

The club has procedures in place to support children with special educational needs and/or disabilities, and is able to support children who speak English as an additional language. The club is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are five members of staff who work directly with the children. Of these, three hold National Vocational Qualifications (NVQs) at level 3. 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 participate in a range of activities and share warm, friendly relationships with staff and their peers. Staff are caring, work well as a team and act as good role models. They have a good understanding of the Early Years Foundation Stage Framework and as a result, children make good progress in their learning. Staff offer a fully inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual needs and interests. Most policies and procedures are in place and implemented effectively to safeguard and promote children's safety. Meaningful partnerships with parents and teachers at the host school have been established, ensuring children's needs are fully supported. The manager and staff demonstrate a positive attitude and commitment towards the sustained and continuous improvement of the club.

## What steps need to be taken to improve provision further?

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

- improve accident procedures to ensure that parents' signatures are consistently obtained in acknowledgement of any accident.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded well. All staff have a good understanding of child protection procedures and know who to contact should they be concerned about a child in their care. Effective procedures for the recruitment and vetting of staff are in place, ensuring that children are cared for by suitable people. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Risk assessments and daily checks contribute to the environment being safe, secure and free from hazards. Written fire procedures are in place and staff ensure that regular fire drills are completed. Children's health and well-being is enhanced by the effective maintenance of records and the consistent implementation of policies and procedures. However, while accident records are completed, parents' signatures are not always obtained in recognition of a child's accident. The deployment of resources is good. Staff are successfully deployed to support the children's care, safety and well-being and make good use of available space despite using a shared building.

Staff are caring, work well as a team and act as good role models. They have a good understanding of their roles and responsibilities and have addressed the recommendation made at the previous inspection. They are committed to improving outcomes for children and demonstrate a positive attitude towards continuous improvement. The club's self-evaluation system, together with parent feedback, helps staff to identify the club's strengths and areas for development. Children's views are sought regularly and information gained is used to influence future planning. Methods to promote equality and diversity thread through the setting. This is successfully achieved through activities, and through open discussion between staff and children. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated. For example, all staff have completed their paediatric first aid and safeguarding training. Consequently, children's care and well-being are further supported.

Partnerships with parents and carers are good. Staff keep parents and carers fully informed about their child's day, ensuring that any information received from school is passed on to parents the same day. A parents' notice board in the entrance hall ensures that parents and carers have access to information about the running of the club. For example, their registration certificate and public liability insurance are displayed. Parents are also able to access the club's policies and procedures at each session. Children benefit from the warm and relaxed relationships that have been established between their parents and the staff. Parents speak highly of the setting and commented that their children are happy, safe and enjoy a wide range of activities. One parent said, 'it is hard to take my child home some days, as they would prefer to stay at the club'. Staff have developed very positive links with other early years professionals at the host school, which ensures continuity of care for all children.

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

Children benefit from a welcoming environment and clearly enjoy their time at the club. Staff are friendly, caring and spend quality time interacting and supporting children. On admission to the club all required documentation is completed which records children's individual needs. Consequently, children are cared for according to their parents' wishes. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents. Staff know the children very well. They observe and assess them as they play and use information gained to fully support a child's ongoing learning and interests. All children in the early years age group have individual learning folders which contain both written and photographic evidence of a child's achievements. Feedback from children during the inspection confirmed that they are happy at the club and that they enjoy the range of activities that are available.

Children receive a very warm welcome from staff on their arrival at the club. They are familiar with the daily routines and have the opportunity to unwind and relax after their day in school. They wash their hands in preparation for snack-time and then sit around the table with their key person. This gives all the children an opportunity to discuss their day at school and any news. Children are aware of what resources are available, confidently access toys and equipment and seek help and support from staff when required. There is great excitement and laughter as a group of children and staff play 'spin and shout'. At the creative table a group of children sit chatting happily together as they design and colour animal masks.

Children play well independently and with their peers and show respect for each other as they share and take turns. Older children in the group are very aware of the younger children's needs, and they are caring and offer support when needed. Children are beginning to develop an understanding of diversity as staff encourage positive, open discussion about people's similarities and differences and as they recognise and celebrate festivals throughout the year. They engage in cooking activities and enjoy exploring different media such as jelly and paint. Children have good opportunities to develop their physical skills and have daily access to the outdoor areas. They relish being outdoors where they enjoy the challenges of the trim trail equipment, engage in bug hunts around the nature area and collect fallen leaves for their collage pictures. They also enjoy team games, such as football, rounders, cricket and tennis.

Children develop a good awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children to use equipment safely and support them as they engage in regular emergency evacuation drills. Their behaviour in the group is very good. Children are polite, have very good manners and respond positively to the boundaries set. They develop confidence and self-esteem because staff give regular praise, encouragement and support. They show respect for each other and the club's rules. Their understanding of good hygiene practices are reinforced throughout the sessions. Healthy eating is promoted successfully. Children engage in activities that promote healthy lifestyles and also access a range of healthy

foods at snack-time. For example, they enjoy crackers and cheese, cucumber, tomatoes and a variety of fresh fruit every day. Drinking water and sugar free squash is also readily available to the children throughout the session, ensuring they remain hydrated.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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