

Buzy Badgers and Badgerbrook After School Club

Inspection report for early years provision

Unique reference number	EY358453
Inspection date	20/09/2011
Inspector	Janet Keeling
Setting address	Badger Brook Primary School, Badger Drive, Whetstone, Leicester, Leicestershire, LE8 6ZW
Telephone number	0116 275 2353
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Buzy Badgers and Badgerbrook After School Club registered at its current premises in 2007 and is run by a private partnership. It operates from a classroom and the main hall at Badger Brook Primary School in Whetstone, Leicestershire. Children have access to an enclosed outdoor play area and to the school playground. The club serves children and families from the local and surrounding areas.

A maximum of 24 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 58 children on roll, and of these, five children are within the early years age group. Children attend for a variety of sessions. During term time the club opens Monday to Friday from 7.30am to 8.45am and from 3.15pm to 6pm. During the school holidays the club opens from 8am to 4pm.

The club has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is 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.

Staff are caring, work well as a team and strive to offer an inclusive service. All children make good progress and are valued and respected as individuals. Children are happy, settled and clearly enjoy their time at this welcoming club. They engage in a range of stimulating and enjoyable activities which take account of their interests and learning needs. Staff have developed excellent partnerships with parents and have firmly established positive links with staff at the host school, ensuring continuity of care for all children. Most policies and procedures are in place and implemented effectively to safeguard and promote children's safety. All staff demonstrate a positive 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 induction procedures for students and volunteers, ensuring they are given full information and guidance on their roles and responsibilities while at

- the club
- improve monitoring procedures, such as appraisal systems, in order to enhance staff development.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding children. There are effective recruitment and selection procedures in place to ensure that children are cared for by suitable adults. Effective induction procedures are in place for new staff, however, induction procedures for students and volunteers, to ensure they are given full information and guidance on their roles and responsibilities, are less well developed. The manager has a clear understanding of child protection procedures and is fully aware of how to action any concerns. Staff have a good understanding of health and safety issues and have written policies and procedures in place to support their practise. Risk assessments and daily visual checks are completed which cover all aspects of the environment and, as a result, hazards to children are minimised. Emergency evacuation procedures are in place and staff ensure that children engage in regular fire drills. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children.

The deployment of resources is good. For example, staff are effectively deployed to support the children's learning and welfare and make good use of space, despite using a shared classroom where they have to set up and clear away at the beginning and end of each session. Staff are caring, work well together as a team and have a good understanding of their roles and responsibilities. Staff are involved in evaluating and reflecting on their own practice and are given good opportunities to develop their knowledge and skills through training. However, while managers are aware of monitoring staff performance and staff appraisal procedures are in place these are not fully represented in a formal programme of continuing professional development. The manager and staff are committed to improving outcomes for children. They demonstrate a positive attitude towards the sustained and continuous improvement of the club. For example, they have a self-evaluation system in place, which evaluates the club's strengths and areas for development. Equality and diversity are promoted throughout the club and, as a result, children are fully integrated and their interests fully supported.

Partnerships with parents and carers are outstanding. During the inspection feedback from parents was excellent. Parents said that the club is exceptionally well run and managed. They commented on the high quality childcare and said that their children are happy, safe and thoroughly enjoy attending the club. Parents also said that staff were helpful, supportive and very flexible in meeting their child's needs and family commitments. Staff demonstrate an excellent commitment to working in partnership with parents and have developed friendly, meaningfully relationships that fully support children's individual needs. The daily exchange of information ensures that children's changing needs are consistently met. A parents' notice board ensures that parents and carers have access to information about the day to day running of the group. The club's policies and

procedures are accessible at each session. Staff have developed very good links with other early years professionals at the host school and, as a result, children's care, learning and well-being are fully supported.

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

Children benefit from the staff's caring and friendly manner, and from the welcoming and calm atmosphere within the club. Staff genuinely enjoy their roles and responsibilities and spend quality time interacting and supporting children. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. On admission to the setting all required documentation is completed, which clearly records children's individual needs so that they are cared for according to their parents' wishes. Staff know the children very well, they observe and assess them as they play and use information gained to fully support each child's interests and individual needs. As a result, children are happy at the club and enjoy the range of activities. When asked, the children said they were happy at the club and enjoyed playing with their friends. Children's contributions within the group are fully recognised and their sense of belonging is fostered very well. They 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.

Good consideration is given to children's interest as staff plan a well-balanced range of activities. Children show enthusiasm and excitement as they engage in both indoor and outdoor play. They confidently seek help and support from staff when required. They play well independently and with their peers and show respect for each other as they share and take turns. Children chat happily together as they design and make Hama bead pictures and build with bricks. There is great excitement and laughter when a group of children play a board game. They cooperate well together as they take turns and have fun. In the role play area children eagerly dress up and engage in imaginary play. Another group enjoy a competitive but friendly game of billiards. Children have good opportunities to develop their physical skills and have daily access to the outdoor areas. They relish being in the fresh air. They play enthusiastically together with the bats and balls, play cricket and football and work in harmony together to build a den. Older children in the group are very aware of the younger children's needs and can be found helping and supporting them while engaged in activities. For example, as a group of children organise a talent contest, the older children demonstrate how to use the microphone.

Children are secure and have developed a good sense of belonging at the club. They enjoy warm, trusting and relaxed relationships with staff and their peers and, as a result, they are happy and confident. Their self-esteem is fully supported as staff give regular praise and encouragement, and fully recognise their achievements within the club. Children behave well and respond positively to the boundaries set. They are fully aware of the club rules which are clearly displayed in the classroom. They include, 'be helpful and kind', 'always listen to instruction' and

'respect each other'. They develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating festivals throughout the year. Hygiene procedures effectively minimise the risk of cross infection. Healthy lifestyles are promoted well as children are encouraged to engage in physical activities and to enjoy a range of healthy foods at snack time. All the required information is captured regarding children's health and dietary needs. Drinking water is readily available to the children, ensuring that they remain hydrated. They learn how to keep themselves safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, they are reminded how to use equipment safely and to stay within the designated areas while playing outdoors.

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	1

The quality of the provision in the Early Years Foundation Stage

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

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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