

Barton Badgers

Inspection report for early years provision

Unique reference number EY267004
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Inspector Susan Rogers

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Type of setting Childcare - Non-Domestic

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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

Barton Badgers opened in 2003. It is part of the Humpty Dumpty Nursery Group and operates from two classrooms and the school hall within Thomas Russell Infants School, in Barton-under-Needwood, Staffordshire. The group serves schools from the local area. Children have access to a secure enclosed outdoor play area.

A maximum of 24 children aged from three to 11 years may attend the setting at any one time. There are currently 34 children on roll aged from four to 11 years, of whom, 12 are in the early years age group. The group is open five days a week during term time from 8am until 9am and from 3.15pm until 6pm.

There are five members of staff who work with the children. Of these, two members of staff hold a National Vocational Qualification at level three, two members of staff hold a National Vocational Qualification at level two and one member of staff is working towards National Vocational Qualification at level two. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have opportunities to engage in a variety of well-presented activities and games that they enjoy in a relaxed atmosphere. Staff offer a welcoming and inclusive provision where children are valued as individuals and their welfare is well-promoted. Partnerships with parents and outside agencies are effective and provides for children's continuity of care. Most of the policies and procedures are effective in protecting children's welfare and are reviewed regularly. The system that measures the effectiveness of the setting is developing well and includes input from parents, children and outside agencies. This serves to drive forward a range of carefully considered improvements, demonstrating that the setting has good capacity for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the risk assessment so that it covers anything with which a child may come into contact, with reference to outings (Suitable premises, environment and equipment). 16/01/2012

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

- further develop the system for continuous quality improvement and how it

impacts on children's achievement, engaging with local authority early years consultants and advisory teachers.

The effectiveness of leadership and management of the early years provision

All staff are confident and clear in their understanding of their responsibility towards safeguarding the children in their care. There is an effective child protection policy in place and parents are aware of the legal responsibilities of the staff. A sound induction system ensures that all staff are aware of child protection issues and their duties in keeping children safe. They are further safeguarded as thorough and effective recruitment procedures for staff are in place. Staff's continued suitability is promoted by attending training and furthering their professional qualifications. Daily check lists and a risk assessment is in place, that monitors hazards and risks. However, the risk assessment does not consider outings which may place children at risk. Staff supervise children well as they play and learn, promoting their feelings of safety.

Self-evaluation is developing well as parents, children and staff are consulted. This information is used to drive forward improvements and further developments. Staff listen carefully to children's views, using these to select and source activities that children enjoy and further their learning opportunities. Parents praise the quality of care and feel that their child is safe and well cared for. There are opportunities for parents to discuss their child's progress regularly. However, parents are not fully able to access their children's learning journals that advise of their developmental progress, as the documents are not readily available.

All children and their families are welcomed into the setting. Where a child may be identified as requiring additional support in order to achieve, effective systems are used to assess and address these issues. The key-worker system is effective and enables staff to identify children's needs more closely. Positive relationships with other agencies, in particular the host school, provides a consistent approach in children's care and learning. Children's transitions are supported as staff discuss children's progress with their teachers and pass on information to their parents. Children gain a strong sense of community as they are visited regularly by the local Police Community Support Officer and through visiting local venues and becoming aware of differences in society.

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

Children make good progress in this warm and friendly setting. They are cared for by conscientious and considerate staff who know the children well and endeavour to meet their individual needs at all times. Children's progress is monitored through learning journeys that identify areas of development and activities that assist in their progression and learning. Staff support children's activities well and ensure that these meet their learning preferences and stages of development. Good partnerships with the host school promote children's development as information is

exchanged regularly on their progress.

Children enjoy drawing and craft activities, delighting in creating images of their own choosing. They further extend their creative skills as they use dough and clay moulding images as they use small tools and equipment. They use small world figures creating imagined scenarios using dinosaurs and building materials. Here they reap the benefits of their friendships as they include others in their play ideas. They use the large outdoor areas in the summer months to explore the hedgerows and observe insect and plant life. They behave well and respectful of the needs of others, tidying away their toys and equipment at the end of the session. They enjoy board games which promote their appreciation of numeracy and encourage team working. New activities that are now included in children's activities include team games which older children respond to very well. These activities encourage children to work together for a common purpose and to encourage each other to achieve and do well. Children also enjoy using the snooker table where they challenge each other to a game and safely learn to use a snooker cue, applying chalk and thinking carefully about their next move. Throughout their activities, children communicate effectively with each other. They have access to pens and paper and books, further promoting their literacy skills.

Children who have special educational needs and/or disabilities and those who speak English as an additional language, are well supported as the setting works well with outside agencies. Children's physical skills are well-promoted as they access a wide range of resources outdoors, enjoying the challenges that this provides. They enjoy healthy snacks and breakfast, promoting the understanding of healthy eating. There is always fruit squash and water available to refresh children.

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