

# St Joseph's Badgers

Inspection report for early years provision

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**Unique reference number** EY431743  
**Inspection date** 12/01/2012  
**Inspector** Janet Keeling

**Setting address** St. Josephs RC Primary School, Cherry Orchard,  
LICHFIELD, Staffordshire, WS14 9AN

**Telephone number** 01543 263 505

**Email**

**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

St Joseph's Badgers opened in 2011. It is one of a chain of ten childcare settings owned by Humpty Dumpty Day Nurseries Ltd. The setting operates from facilities within St Joseph's Primary School in Lichfield, Staffordshire. Children have access to the school playground and playing fields. The setting serves children and families from the local and surrounding areas.

A maximum of 22 children from four years to under eight years may attend the setting at any one time. The setting 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 these, 12 children are within the early years age group. The setting opens Monday to Friday during school term time only. Sessions are from 7.30am to 9am and from 3.30pm to 6pm. Children attend for a variety of sessions.

The setting 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 setting is registered by Ofsted on the Early Years Register and on 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 a National Vocational Qualification (NVQ) at level 3. The setting 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 and welcoming service where all children are valued and respected as individuals. Children are happy, settled and fully engage in a range of stimulating and enjoyable activities which take account of their interests and learning needs, although, access to information and communication technology is limited. Staff share warm and friendly relationships with parents and have developed positive links with staff at the host school, ensuring continuity of care for all children. All staff demonstrate a positive commitment towards the sustained and continuous improvement of the setting.

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

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

- improve facilities for the storage of children's coats and personal belongings
- develop further opportunities for children to use information and communication technology in order to support their learning.

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

Good priority is given to safeguarding children. Staff have a good 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 setting's safeguarding policy with parents on admission. Effective recruitment and selection procedures are in place, which ensure children are cared for by suitable adults. Staff hold first aid qualifications, ensuring they can respond appropriately in the event of an accident. Written policies and procedures support the effective running of the setting. Risk assessments and daily checks are completed, ensuring potential hazards to children are minimised. Fire evacuation procedures are displayed and staff ensure that regular fire drills are completed. 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 available space. However, while the room is well organised there are no appropriate facilities for children to hang their coats up or to store their personal belongings. Staff are caring, work well together as a team and have a good understanding of their roles and responsibilities. They warmly interact with the children during play and respond to their individual needs, and as a result, children feel safe and secure. The manager and staff are committed to improving outcomes for children and have systems in place to monitor and evaluate their practice. Staff actively promote equality and diversity and ensure that every child is fully integrated and included in all activities. Staff are well supported in their roles. This is achieved through regular staff appraisals and access to further training to ensure their knowledge and skills are regularly updated.

Staff demonstrate a clear commitment to working in partnership with parents and carers, and as a result, partnerships with parents are good. The relaxed and friendly way that daily information is exchanged ensures that children's changing needs are consistently met. Parents receive a welcome pack before their child starts at the setting. This includes information on the Early Years Foundation Stage framework and the setting's policies and procedures. A parents' notice board ensures that parents and carers have access to information about the day to day running of the setting. For example, their registration and public liability certificates are displayed. Staff have developed positive links with other early years professionals at the host school, and as a result, children's care, learning and well-being are well supported. Parents speak very highly of the service provided and say that their children are very happy and enjoy their time at the setting. They also commented on the friendly and supportive staff who are approachable and very welcoming.

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

Children benefit from a welcoming environment. There is a lively atmosphere as children engage in a range of enjoyable activities. Staff have developed warm and trusting relationships with the children, and as a result, children are confident with staff and are keen for them to join in with their activities. On admission to the setting 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 support each child's interests. Children's contributions within the setting are valued and their sense of belonging is fostered well. For example, regular children's meetings are held which enable children to put forward their views, ideas and interests. Information gained is used by staff to inform future planning. Feedback from children during the inspection confirmed that they are happy and enjoy their time at the setting.

On arrival children receive a very warm welcome from staff. They are familiar with the daily routines and look forward to meeting up with their friends where they can relax and play together. Children are encouraged to follow their own interests and make decisions about their own play and learning. The current topic is football and children enthusiastically engage in a wide range of exciting learning opportunities. For example, at the craft table children make papier-maché footballs, while at the art table children colour pictures of footballers to make into finger puppets. All children confidently use a range of tools, such as scissors, felt pens and glue sticks. They share, cooperate and play in harmony together. Children take great pride in their achievements and proudly show staff their finished work. Another group of children enthusiastically engage in a football quiz while others complete a word search game. Children enjoy board games, for example, there is enormous concentration as two children engage in a friendly game of chess while others have fun playing a game of connect. Another group of children enthusiastically create music on the electronic key board to support their dance routine. However, while children have access to programmable toys and equipment they do not have access to a computer to support their ongoing learning. Children have developed good friendships with their peers and readily share personal experiences from home and school. There is great excitement as they talk about their favourite football teams and players. They relish outdoor play opportunities and engage in a range of activities. They play team games such as football and cricket, confidently use bats and balls and thoroughly enjoy using chalks to design pictures on the school playground. They also take part in nature walks around the school playing field where they collect fallen leaves for their collage pictures.

Children's behaviour is good. They are polite and well mannered. They grow in confidence and self-esteem because they are treated with respect, and because staff give regular praise, encouragement and support. Children respond positively to staff expectations and are fully aware of the setting's rules which they helped to write. The rules are displayed and include, 'be kind', 'be polite', 'share' and 'help

each other'. Children have a good understanding of personal hygiene and develop good habits, such as washing their hands before snacks. Healthy lifestyles are promoted well as children access a wide range of freshly prepared fresh fruit at snack time and because they engage in physical activities each day. Drinking water and sugar free juice are available to the children throughout the session, ensuring they remain hydrated. They develop an understanding of the wider world through activities, discussion with staff and because they recognise and celebrate festivals throughout the year. Children develop a good awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. They are reminded about how to use scissors safely and not to talk to strangers through the playground fence. They understand what to do if the building needs to be evacuated in an emergency and engage in regular fire drills. Children demonstrate that they are acquiring good skills that will help and support them in the future.

## 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

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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