

Badgers Out of School Sett

School Lane, Mickle Trafford, Chester, CH2 4EF

Inspection date	26/03/2013
Previous inspection date	08/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are very happy, motivated and keen to learn. They demonstrate high levels of independence, curiosity and imagination, and develop strong relationships with practitioners and each other.
- Partnerships with the school are well established to offer continuity of care and support for each child according to their age and level of ability.
- Children are happy, have fun and enjoy their time at the club. They understand and respond to expectations for behaviour. Older children demonstrate respect and tolerance of younger children as they play harmoniously together.

It is not yet outstanding because

- The setting does not always use the views of parents about the club to help identify future improvements.
- The outside area is not always used to its full potential to provide children with choices of when they play outside.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom, the school hall and the outdoor area.
- The inspector spoke with the manager, reception class teacher, staff and children at appropriate times throughout the session.
- The inspector took account of the views of parents.
- The inspector looked at children's learning journeys, planning documentation, and a selection of policies and children's records.

Inspector

Ron Goldsmith

Full Report

Information about the setting

Badgers Out of School Sett is one of three privately owned out of school clubs that are managed by Guilden Sutton Day Nursery. It was registered in 1998 and operates from Mickle Trafford Primary School, in the village of Mickle Trafford, near Chester. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club offers out of school care for children from the school and is open each weekday from 8am until 9am and from 3pm until 6pm during term-time only. The club has access to a classroom and the school hall, kitchen and associated facilities. Children also have access to fully enclosed playing fields and the school playground. There are currently 72 children on roll. Of these, 13 are in the early years age group. There are four members of staff, two of whom hold an appropriate early years qualification at level 3. Further staffing is available from Guilden Sutton Day Nursery and all have appropriate childcare qualifications. The out of school club has an Aiming High award.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas for further improvement
- improve opportunities for children to learn outdoors by enabling them move more freely between indoors and outdoors.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the learning and development requirements within the Early Years Foundation Stage. They recognise how children learn through play and consistently implement planned and stimulating experiences based on individual children's interests. Consequently, children are making good progress in all areas of learning. Staff record observations of what the children are achieving and track their progress using the publication Development Matters in the Early Years Foundation Stage. Staff refer to the areas of learning when assessing what children have learnt. This information is effectively shared with the reception class teacher within the school. This enables them to effectively plan for each child's next steps so that they continue to make good progress in their learning and development.

Children's views and ideas are respectfully listened to and valued. Children speak with

great pleasure about the staff and the activities they engage in. Children share and take turns, such as when playing with games and resources. They wait patiently for each other before going outside to play. Children play very harmoniously together in groups and they have developed strong friendships. Their independence skills are supported as children select their own resources and activities. The staff provide a good range of child-initiated and adult-guided opportunities to extend children's learning and development. For example, during activities the staff encourage the children to think about and describe what they are doing. As children sit down to eat together staff encourage conversations and discussion, for example, things which have happened in school, or what they will do when they go home. Children enjoy their play with their peers and there is a balanced intervention from adults. Children manipulate and handle a range of tools and construction items in safety and are confident to ask for assistance if they need it. Consequently, children are developing sound social skills and adults support their emotional well-being.

Staff know the children very well and take time to identify their individual needs, likes and dislikes. There is an effective registration process which identifies children's starting points and includes information supplied by parents, children and the school. Informal and frequent discussions with parents, before and after school, ensure that they are involved in their children's learning. Where children are recognised as requiring additional support, practitioners work with parents and, where necessary, other professionals such as the reception class teacher, to ensure each child's individual needs are met.

Practitioners support children's learning throughout their play, extending their learning through skilful and sensitive use of questions to make children think. Children are provided with space and time to explore their own learning independently, or simply to relax. Staff work cohesively together as a team. They work skilfully with the children, join in their conversations and share their interests. They ensure there are good resources available for them, close at hand. As a result, children are learning to make independent decisions and become absorbed in their activities and begin to develop good concentration skills. Children write confidently, capture staff resemblances in paintings they make, and talk freely and enthusiastically with each other and with staff. The behaviour of children is exemplary. Opportunities for children to be active and develop their physical skills are provided. They enjoy the opportunity to be outside in the fresh air, wrapped up in coats. There is scope to develop the use of outdoors further to provide children with more choice about where they want to play.

The contribution of the early years provision to the well-being of children

Children are happy and enjoy meeting with their friends. Staff take time throughout the session to listen to the children individually so they feel valued. Children's behaviour is good and their sense of belonging is demonstrated by their familiarity in routines and their confidence in adults in the setting. The key person system is effective and sensitive to the needs of all children and as a result, secure attachments are formed, which promote a good level of well-being. Practitioners offer reassurance if children need it. Partnership with parents helps to enhance good emotional development for all children and contributes to continuity of care. Parents are provided with relevant information about the provision and have verbal exchanges of information with staff on a daily basis, which

promotes parental involvement. Staff encourage children to explore their environment individually, under close supervision. In this way their early investigative and curiosity skills are promoted through the use of a wide range of resources, including routinely exploring the outside environment.

Children demonstrate high levels of confidence and self-esteem; they move freely around the setting, co-operate with peers and are keen to share their activities with staff. Children begin to develop good self-help skills such as helping themselves to water if they are thirsty or more food if they are hungry and they are independent in their own care routines. They have a healthy snack and the occasion is used as a social opportunity where they can chat with friends. Children energetically join in with physical exercise, such as using karaoke on the computer to dance, or when playing outside. They play running and chasing games with vigour and enthusiasm. They confidently test their physical skills by increasing the speed and complexity of their games. This provides children with firm foundations for developing a healthy lifestyle. This is especially important as children become older and prepare to move through school. The well-organised support provided by staff at this time means that children are able to have a positive transition. However, access to the outdoor is limited to when staff timetable it and means it is not always a free and independent choice for children.

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

The management team and staff have a good understanding of their roles and responsibilities in meeting the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. Children are safeguarded by staff who are knowledgeable about child protection issues. In addition, appropriate policies and procedures are implemented effectively to further promote the children's welfare. Staff are qualified and are keen to further develop their knowledge and skills by attending relevant training. effective use is made of additional staff to ensure that required ratios are met to promote the safety and well-being of children. The setting has started to carry out self-evaluation to highlight strengths and weaknesses. Regular appraisals are implemented, which helps to improve the understanding of staff in how they can best deliver the Early Years Foundation Stage and helps them to identify some areas for improvement. However, the views of parents, children and staff are not utilised well enough to fully promote outcomes for all children.

Partnership working with the host school is good, staff speak with individual teachers on a daily basis. They gather information that needs to be shared with parents, such as minor accidents that occur during school time, and pass this on as necessary. The information shared with school about the progress and development of individual children and the educational programme is strong. As a result, children's progress is supported because activities are consistently planned to complement children's learning elsewhere. Daily discussions keep parents informed about their children's learning and development. Furthermore, in discussion with parents during the inspection, their comments indicate that they are very happy with the service their children receive. Parents value the staff, they find them flexible, approachable, caring and sensitive to children's needs. When

planning activities for the club, the manager supports the educational programmes children are following in school and has regular meetings with the reception school teacher to identify priorities for children's development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	305079
Local authority	Cheshire West and Chester
Inspection number	818730
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	40
Number of children on roll	72
Name of provider	Anne Lesley Stone and Patricia Jane Mitchell Partnership
Date of previous inspection	08/06/2009
Telephone number	01244 981321 01244 321711

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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