

Badgers Out of School Club

Cherry Grove Primary School, Chapel Street, Chester, CH3 5EN

Inspection date

Previous inspection date

27/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Safeguarding is a high priority and children's safety is well considered through the effective organisation of routines, close supervision and robust risk assessments.
- Teaching and learning follows children's interests so that they have fun and are motivated and eager to learn. A calm, welcoming and stimulating environment ensures children's very good progress in their learning.
- Strong relationships with children, parents and partners ensure that children settle well and are emotionally well prepared for their transitions in the school.
- The manager and practitioners work well together and are committed to developing the club further. Self-evaluation and monitoring of teaching and learning ensure that children are offered an environment that is safe and well organised.

It is not yet outstanding because

- The way that the setting works with parents to share information about the setting to contribute to self-evaluation and children's assessments is not sufficiently developed to drive improvement.
- There is scope to extend children's communication skills further by some practitioners using more open-ended questioning in their interactions with children.

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 checked evidence of suitability, qualifications of practitioners working with the children, the provider's self-evaluation form and action plans for improvement.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own survey.
- The inspector looked at children's planning, assessment, information and displays in the setting.
- The inspector observed activities in the main room the outdoor area, and conducted a joint observation with the manager of the setting.

Inspector

Margaret Foster

Full report

Information about the setting

Badgers Out of School Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Cherry Grove School, Chester, and it is one of three settings managed by Guilden Sutton Private Day Nursery. The club serves the local area and is accessible to all children. It operates from a community room in the children's centre within the school and there is an enclosed area available for outdoor play.

The club employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, two hold level 2 and the manager has a foundation degree. The club opens Monday to Friday all year round, from 8am until 9am and 3.30pm until 6pm during school term time. There are currently three children on roll in the early years age range. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- help parents to consistently share their views on the club and children's assessments, and use this information to contribute towards self-evaluation to drive further improvement
- support practitioner knowledge of interaction further, so that questioning is more open-ended and consequently children can more fully extend their speaking skills.

Inspection judgements

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

Educational programmes have depth and challenge across the seven areas of learning, therefore children make very good progress in their learning. Practitioners have a good understanding of the Early Years Foundation Stage, and consequently children's experiences are a balance of adult-led and child-initiated activities. Children's starting points and likes and dislikes are identified through excellent information gained from parents and their teacher. Parents complete an 'all about me' information sheet and this is used effectively to plan for children's learning by knowledgeable practitioners who know how children learn best and know the children well. Children settle well in the club and enjoy coming because they are able to share ideas and make choices about the things they like to do best. Comprehensive observations of children enable practitioners to identify the activities that children enjoy most, and therefore their next steps are matched to their learning needs and ensure that they are motivated and interested to learn.

Parents contribute to observations by sharing children's interests from home and complementing learning in the club.

There are a range of age-appropriate quality resources in the environment and children experience continuous access to both indoors and outdoors, which means children's characteristics of how they learn best can be optimised following their interests. This particularly relates to the older early years children learning the rules of games in the outdoors and how to play in teams and cooperatively. This is extended through the use of the field and school hall so that the older children can access bigger spaces and play more complex and physically demanding games which do not encroach on the younger children accessing the provision. The resources reflect the wider world and a multicultural society, consequently children are learning about differences and accepting each other.

The children experience good quality teaching and some may be outstanding, complementing learning in school. For example, when the younger children were learning about a 'stick man' in school the children in the club made a display of stick men and also made bird feeders, extending their knowledge about the story. Children's work is displayed throughout the club; this means they know that their contributions are valued and this gives them confidence. The manager regularly meets with the Early Years Foundation Stage teacher, providing opportunities for children's learning to be extended in the club. For example, children benefit from the joint planning, in revisiting the activities they gain confidence in building on their existing knowledge and finding out more about the topic. Practitioners regularly listen to children, they observe and skilfully question during tasks to inspire and challenge learning. However, occasionally with the younger children closed questions are asked, which restricts their wider opportunities to expand on what they know in more detail and develop more extended communication skills.

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

Practitioners are good role models who support and nurture children's independence exceptionally well, and consequently children's confidence enables them to access a higher level of learning and challenge. For example, when children are den making in the outdoors they learn to balance and create a safe structure under the watchful eye of practitioners who ensure their safety at all times. They remind children of potential risks and how they might hurt themselves, therefore, children are learning to manage their own personal safety. The club is accessed by an intercom system and coded doors so the children's safety is a high priority. Risk assessments are completed in all the environments accessed by the children each day and regular practices of evacuation procedures take place. Consequently, children are thoroughly prepared and feel secure in the environment. Children are happy and display high levels of confidence because they know that they are safe, which supports them emotionally when moving on in the next stage of their education.

Children's movement from the club and school is very well supported and they are collected from and taken to their classrooms. This means that children confidently move between the two and their transitions and handover are smooth and seamless. Children's behaviour is excellent and well managed. Strategies of positive praise are used effectively,

and consequently children understand the expectations in the club. The club charter is displayed and shared with parents so that the children are given consistent messages at home and in the club, which supports their very good behaviour. Highly effective partnerships between the club, school, parents and community groups ensure that children's experiences are seamless and continuity of care and learning are excellent. Parents report that their children enjoy their time in the club and that they are very happy, they know their key person and they are supported well.

Practitioners get to know the children well and ask them about their day and the things that they have been doing at home. Consequently, children demonstrate a real sense of belonging in the club and feel valued and important. Children's independence is supported very well and they are involved in self-selection of activities and decision making about choices for snacks and drinks. For example, children help to prepare and set out the snacks, buttering their toast and selecting and pouring their own cereals at breakfast, and they display high levels of involvement in all activities. Older children support the younger children exceptionally well to pour milk on their cereals, and children's warm and trusting relationships are strongly developed. Children have benefitted from trying out a wider choice of foods so that they are confident to try new things. Children are learning about healthy eating and diet and understand how to stay healthy by regular hand washing, before eating and when they have been to the toilet. Practitioners sensitively support the younger children with reminders and visual prompts.

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

The leadership and management of the club is very good and staff are well aware of their responsibilities to keep children safe and helping children to learn and develop. Safeguarding meets requirements and there are no causes for concern. Practitioners are knowledgeable about procedures and children are kept extremely safe. Suitability checks are carried out on all adults who work with the children, and the children's welfare is prioritised. All practitioners have attended training and are fully aware of and sensitive to potential and actual harm to children and the signs to look for. Therefore, children are safeguarded very well. Children's learning records and personal details are safely stored in locked cupboards along with the camera, and therefore risks are eliminated and staff complete daily checklists to ensure that this practice is consistent. Practitioners are recruited who are well qualified and supported with ongoing professional development and supervision, which ensures that children's experiences include a learning environment that is well planned and safe. In addition, children enjoy activities that are planned to meet their level of development and to build on experiences from school.

Planning is developed from observations of the children so that they are motivated to learn, and activities ignite their interest and encourage their creativity. For example, for the younger children building on work done in school on a story about a fantasy character, creative activities are offered for them to draw and decorate large pictures of this character, which enables them to revisit the story and extend their knowledge. Therefore children are extremely well supported in their learning and make very good progress. Monitoring of planning ensures that children's interests are sustained and that all

children's learning needs are effectively met. It was noted that in several after school club sessions that there was an imbalance of much older children who responded particularly well to one member of the team. Deployment of this practitioner into these sessions has had an impact on how the children are learning and their motivation and has positively supported their excellent progress in the setting.

Children's assessments are shared with the school and parents to ensure that learning extends beyond the club into the home and activities are appropriate to the age of the children. Parents report that they are pleased with how their children have settled and the things that they have learned since attending the setting. They speak highly of the club and relationships with them are strong. However, engaging the parents in commenting on children's assessments and sharing their views on the setting is an area for development to contribute to self-evaluation and the future development of the setting. Partnerships with the community groups who use the shared facility and the school are very well developed, and consequently children benefit from the continuity of care of the environment and resources.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY469647
Local authority	Cheshire West and Chester
Inspection number	934040
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	34
Name of provider	Anne Lesley Stone and Patricia Jane Mitchell Partnership
Date of previous inspection	not applicable
Telephone number	01244321711

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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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