

Barton Badgers

Thomas Russell Infants School, Station Road, Barton under Needwood, Burton-on-Trent, Staffordshire, DE13 8DS

Inspection date	29/04/2014
Previous inspection date	15/12/2011

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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children develop positive and warm relationships with staff and other children within the group which helps them feel secure.
- Children are safeguarded and their well-being is promoted to a satisfactory level. Staff understand their responsibilities to ensure a safe environment and to manage children's safety appropriately.
- Well-established routines ensure children behave well and are confident in their play.

It is not yet good because

- The key person system is not consistently implemented to ensure that activities consider how to complement children's experiences at school and help them make the best progress.
- Documentation to ensure staff are suitably qualified to care for children is not readily available.
- There is room to strengthen partnerships with local schools so that there is increased sharing of information about children's learning and a more consistent and complementary approach established.
- Children are not always given enough responsibility to promote their independence at snack time.

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 and qualifications of practitioners working with the children and the provider's documentation.
- The inspector observed children's play indoors and outdoors.
- The inspector spoke with the manager and the other practitioners at appropriate times throughout the session.
- The inspector spoke to parents of the children who attend the out of school club.

Inspector

Dawn Robinson

Full report

Information about the setting

Barton Badgers was registered in 2003. The out of school club operates from two classrooms and the school hall within Thomas Russell Infants School, in Barton-under-Needwood, Staffordshire. The children have access to an enclosed outdoor play area. The club serves the local community. The out of school club is open Monday to Friday during term time. Sessions are from 8am to 9am and from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 46 children on roll, of whom 7 are in the early years age range. The club employs five members of childcare staff. Of these, four hold appropriate qualifications at level 3 and one has a qualification at level 2. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the implementation of the key person system, so that children learn consistently and better complements their experiences at school
- ensure records are readily available for inspection and are only kept securely off the premises with prior agreement from Ofsted.

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

- strengthen partnerships with the school so that there is a more effective method for sharing more detailed information and complementing the children's learning and development
- promote further children's independence and self-care skills, for example, by giving them regular opportunities to help to prepare, self-serve and clear at snack time.

Inspection judgements

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

Children enter the club confidently and chat happily on arrival. They have access to a variety of age-appropriate toys and resources. Staff know children in their care well and are kind, caring and enthusiastic. Activities are planned to cover all areas of learning

taking into consideration children's interests and abilities as identified by staff. Consequently, children are developing a suitable range of skills to support their future learning. However, the key person system is not fully embedded which means that activities do not always complement their learning in school by being tailored to meet the children's individual needs in order to help them make best progress.

Staff demonstrate a positive approach to their work and are keen to promote children's learning. They encourage children's communication and language skills well by chatting with them at the beginning of the session and as they play. Staff make suitable use of questions in order to extend children's thinking. For example, at registration staff ask the children about their day at school and why they have been awarded stickers. They question the children about the interesting objects they have brought from home before displaying them for the other children to look at in more detail. Staff play with the children outdoors, teaching them how to skip and encouraging them to persevere and take turns. As a result, children's are motivated and enjoy their time at the club.

Parents are warmly welcomed and talk informally with staff exchanging information about their children during collection times. Registration forms are completed at admission so the club has basic information for all children. Parents are also asked to complete an 'all about me' sheet with their child. This helps the staff learn about children's likes and dislikes and provides a brief insight into children's capabilities. As a result, staff ensure that the needs of children with special educational needs and/or disabilities are met.

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

Children settle well, are confident and feel safe and secure in their relationships with staff and each other. Information about children's care arrangements is shared between school, club staff and parents to promote continuity of care. Children show familiarity with the provision and the routines, for example, they independently wash their hands prior to snack time which promotes their good health. Staff encourage children to be helpers at snack time, which boosts their self-esteem and confidence well. However, there is scope to develop their independence further, for example, by allowing them to pour their own drinks and prepare their own snack. There are clear procedures for the administration of medicines. The club provides good care for children with specific health conditions, such as diabetes. Staff ensure medication is administered accurately and everything is recorded meticulously. Medication is stored appropriately and is safely out of the reach of other children. There is regular contact with parents and the other professionals involved in the child's care which ensures important information is exchanged. As a result, the health needs of individual children are well met.

The indoor and outdoor space is appropriately organised to provide a stimulating and welcoming environment for children. Resources are suitably deployed and are easily accessible, which helps to foster children's choice and plays an active role in their learning. In addition, children are able to request specific resources, such as the pool table and a broad range of other resources are rotated regularly to ensure children continue to learn new skills and remain motivated. The children access the outdoor area enthusiastically,

where they play with a range of resources including balls, bats and skipping ropes. Children enjoy playing football, which helps younger children learn to take turns and work as a group.

Staff are positive role models who provide clear guidance and encourage children to consider the importance of socially acceptable behaviour. Consequently, children behave well and show care and concern for those around them. Staff help children learn to respect the beliefs and differences in the wider society through a range of different activities throughout the year. The inclusive club ensures that all children are made welcome and helps them develop positive attitudes towards others. There are suitable arrangements in place to help children learn to keep themselves safe, through everyday routines and activities. Children practise the emergency evacuation procedure, to ensure that they know what to do to keep themselves safe in an emergency.

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

The provider ensures that all staff attend safeguarding training to make certain that they know what to do if they should have any concerns about the welfare of a child in their care. As a result, staff demonstrate an appropriate understanding of their role and responsibilities in safeguarding children from abuse and neglect and robust policies and procedures support their practice. There are safe recruitment procedures in place to ensure that all adults working with children are suitable to do so. However, documentation to demonstrate the qualifications staff hold were not immediately available for inspection because they had been taken off site. However, the qualifications of staff are checked and ensure they are suitable to care for children. Staff practice is supervised and all staff undergo annual appraisals which helps identify their training needs. The club is a safe environment for children because staff undertake regular risk assessments of the environment to further protect children.

The management team and staff are enthusiastic, motivated and committed to improving the club to benefit children. Staff work well together as a team and ensure that there is sound communication between staff about children's individual needs. Practice is based on suitable knowledge and understanding of the learning and development requirements and all staff support children to make sufficient progress. Self-evaluation is in place however not all staff are involved and as a result they are not fully aware of the targets for improvement. The action raised at the previous inspection has been addressed to ensure risk assessments are robust. The club engages with the local authority advisors to ensure continuous improvement.

Parents spoken to during the inspection expressed their satisfaction and stated that their children enjoyed coming to the club. Policies and procedures are easily accessible for parents to view and include safeguarding and complaints. Partnership working with the school is mainly based on the children's care and well-being. Consequently, staff are unable to fully complement and build on some children's learning within school. Staff are

aware of the importance of working with identified external agencies to ensure children get the support they need when required.

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	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	EY267004
Local authority	Staffordshire
Inspection number	872715
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	46
Name of provider	Humpty Dumpty Day Nurseries Ltd
Date of previous inspection	15/12/2011
Telephone number	01283 239350

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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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Piccadilly Gate
Store St
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M1 2WD

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