

# Cathedral Badgers

Church Hill, Longdon Green, RUGELEY, WS15 4PT

## Inspection date

Previous inspection date

29/04/2014

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 procedures are robust because managers and staff fully understand their important role in protecting children from harm and abuse. Policy guidelines are clear and informative, leading to safe practice.
- Teaching and learning is purposeful. Children are actively engaged in meaningful and stimulating activities, which encourage their active learning across all areas of development.
- Staff skilfully interact with children to help them explore, investigate, question and think. This encourages children to observe and talk thoughtfully about what they see and do.
- Staff build positive and trusting key person relationships with parents, children and other professional partners. This secures children's emotional well-being and learning opportunities, as they move between home and school.

### It is not yet outstanding because

- Staff do not always extend opportunities for children to explore and make full use of the outdoor environment.
- Leaders and managers do not always extend the availability of group training for all staff, so that they benefit further from continuous professional development opportunities.

## 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 indoor and outdoor learning environments and held discussions about a planned activity with the manager.  
The inspector held discussions with the provider and school representatives, the manager and staff and spoke to a number of children present on the day of inspection. The inspector also spoke to parents to obtain their views.
- The inspector looked at children's observation and assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff and discussed the arrangements for quality assurance, self-evaluation and improvement.

## Inspector

Jayne Rooke

## Full report

### Information about the setting

Cathedral Badgers was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Lichfield, Staffordshire and is one of 12 settings managed by a private company. It serves the local area and is accessible to all children. It operates from two classrooms in Lichfield Cathedral School and there is an enclosed area available for outdoor play. Cathedral Badgers employs five members of childcare staff. Two staff hold appropriate early years qualifications at level 3. The manager holds a qualification at level 6. It opens Monday to Friday 7.30am to 8.30am and 3pm to 6pm during term time and 8am to 6pm during the school holidays. Children attend for a variety of sessions. There are currently 71 children attending, of these 23 are in the early years age group. The setting supports children with who speak English as an additional language.

### What the setting needs to do to improve further

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

- extend opportunities for children to explore the outdoor environment further. For example, by providing more accessible space so that children can fully engage in active and robust games and play
- extend the already effective programme of professional development, in order to enhance opportunities for all staff to consolidate and expand their knowledge, understanding and practice.

### Inspection judgements

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

Teaching and learning is purposeful because children are actively engaged in meaningful and stimulating activities, which ignite their curiosity and interest across the seven areas of learning. For example, boys and girls use investigative tools to search for small creatures and insects in the garden. They are supported by staff to learn how to manipulate the butterfly net to carefully scoop for wildlife in the air and long grass. They show high levels of fascination and concentration as they look through magnifying lenses to observe flies, slugs, snails and spiders. They use complex vocabulary to clearly describe what they see, such as 'antennae, which help a snail to smell' and to talk about size, pattern and change. Staff skilfully interact with children to help them work out where it is best to look to find different creatures. This helps children to think and use their initiative. Staff pay close attention to what children say and do, which leads to interesting and thoughtful conversations about natural habitats and lifecycles. They encourage children to treat living things with care and consideration, which fosters their sense of environmental

responsibility.

Staff plan effectively to meet the needs and interests of each child, based on their clear and informative assessments. As a result, they provide a wide range of resources to complement children's learning in school. Consequently, children who enjoy and excel in their reading and writing continue to practice and develop their skills. Children express their own ideas and thoughts, during their creative and imaginative play. They use small world toys to build castles and dungeons in the sand and play cooperatively together to explore story themes. This enhances their communication, language and literacy development.

Parents are valued as partners in their child's learning. Staff regularly talk with them about their child's individual preferences, skills, abilities and future progress. This successfully promotes continuity in learning between the host school, the after school club and the child's home. As a result, children are very well prepared for their next stage in learning.

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

Staff enthusiastically greet children as they arrive and enter the classroom. This creates a warm and friendly environment, where children feel safe and well supported. Children confidently choose their own areas of play and can easily access toys and equipment of their choice. As a result, children quickly set to play and engage happily with their friends and other children. This helps them to develop their confidence and build positive relationships. Staff promote positive behaviour because they treat children with kindness and respect. They take a keen interest in what children do at home and in school and how different words are spoken in their home language. This helps children to feel valued and included. Staff skilfully reiterate expected rules of behaviour, so that children understand what they can and cannot do. For example, older children are encouraged to consider the safety and well-being of younger children as they play football in the enclosed space outside. However, staff do not always promptly respond to the needs of children who require more space for active and robust play outdoors.

Staff teach children how to manage their good health and hygiene through the daily routine. As a result, children understand the importance of these routines in keeping them healthy. They benefit from nutritious meals and snacks and enjoy regular fresh air and exercise outdoors. Staff provide cosy, quiet areas so that children sleep and rest when needed. This promotes children's healthy growth and development.

Staff maintain consistent routines and foster strong key person relationships. This helps children to develop their confidence and feel secure, as they move between home, school and the after school club. Staff provide a good balance of adult-led and child-initiated play, so that children develop their interests and independence. They build positive partnerships with parents, so that information is promptly exchanged about all aspects of their child's care and well-being. As a result, children's emotional security is fostered very well.

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

**provision**

Safeguarding procedures are robust because managers and staff have a secure knowledge of how to protect children from harm and abuse. They are alert to any signs of concern and know who to contact for advice, guidance and referral purposes. All staff who work with children have completed the necessary Disclosure and Barring Service check. Their ongoing suitability is checked through a systematic appraisal review and individual meetings. There is a secure recruitment procedure in place to ensure that staff hold relevant qualifications, skills and experience prior to them working with children. Staff attend relevant meetings and training events to update their knowledge and skills. For example, the manager has recently completed an online training course to complement her existing role and responsibilities regarding the leadership and management of the after school team. However, there is scope to extend the availability of group training for all staff, so that they benefit further from continuous professional development opportunities. The premises are safe and secure following a full and thorough risk assessment and daily safety check. Children are closely supervised and arrangements for their safe transportation between schools are secure. This means that children are kept safe at all times.

Staff ensure that children's learning is purposeful and enjoyable. As a result, children show high levels of enthusiasm in their play and explorations. They communicate confidently with adults and each other and build positive relationships. They become independent thinkers from an early age and make choices and decisions about their own play and learning. As a result, they make good, and sometimes rapid, progress towards the early learning goals.

Self-evaluation is effective because the manager obtains the views of staff, children and parents to guide and inform improved practice. For example, she is introducing more outdoor learning experiences for children who respond positively to this particular way of learning. She has introduced more activities and visual images to encourage children to become aware of diverse cultures, traditions and beliefs. She involves parents in key events and activities to strengthen partnerships between the home and school environment. The staff team work closely together to adapt routines and activities, to enhance children's experiences, both within the after school club and on outings. This ensures that children continue to develop and progress in a vibrant and supportive community. The manager and staff build positive partnerships with the host school and other agencies, such as early years advisors. This helps them to review policies and procedures and to monitor their professional practice. As a result, children benefit from good quality care and complementary educational experiences.

**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

<b>Unique reference number</b>	EY470570
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	939456
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	28
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Humpty Dumpty Day Nurseries Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01543306176

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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  
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