

# Beacon Badgers

St. Michaels C of E Primary School, Sturgeons Hill, Lichfield, Staffordshire, WS14 9AW

<b>Inspection date</b>	16/06/2014
Previous inspection date	23/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Staff implement good teaching strategies and provide a well-organised environment with enjoyable activities, which complement learning in school. As a result, children are motivated and make good progress.
- Staff ensure that children are kept safe at the club by demonstrating a good knowledge of safeguarding policies and the procedures to follow if they are concerned about a child.
- Children are welcomed into this caring and friendly environment where they settle-in well and form warm relationships with each other and staff. As a result, children are happy, safe and secure.
- Parents are kept well informed about all aspects of the club. There is effective communication between staff and parents, which supports the identification of the individual needs of the children and ensures their care and learning are promoted.

### It is not yet outstanding because

- There is scope to extend the ongoing supervision and support provided for staff, in order to further maximise and strengthen their skills and ensure continued professional development.
- There is room to further enhance ways of celebrating children's achievements and provide them with a sense of belonging.

## 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 out of school club's indoor and outside spaces.
- The inspector spoke with the manager, team leader and staff.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed documentation, including children's assessments and the vetting and suitability checks carried out on all adults.
- The inspector also took account of the views of parents and children through discussions during the inspection.

## Inspector

Dawn Robinson

## Full report

### Information about the setting

Beacon Badgers was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by Humpty Dumpty Day Nurseries Ltd. The out of school club operates from the hall, dining room and a classroom, within St Michaels Church of England Primary School in Lichfield, Staffordshire. Children have access to an enclosed outdoor play area and the school field. The club serves the children attending St Michaels School. The club employs 10 members of childcare staff. Of these, four hold appropriate qualifications at level 3, one holds a qualification at level 4 and one has qualified teacher status. The out of school club is open Monday to Friday during term time. Sessions are from 7.30am to 9am and from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 72 children on roll, of whom 14 are in the early years age range. The club operates a holiday play scheme.

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

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

- expand on the already good systems used to supervise and support staff, for example, by introducing peer-to-peer observations to further maximise and strengthen their skills and further promote continued professional development
- enhance ways of further developing a sense of belonging and celebrating children's achievements. For example, provide an album of photographs, which show the children engaged in activities, showing their 'work' and events in the out of school club.

## Inspection judgements

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

Children are provided with a broad range of interesting and stimulating learning opportunities, which are based on their individual needs and interests. This is because staff understand how to promote children's learning and development. They use the indoor and outdoor environments effectively. As a result, children are engaged, eager and motivated to learn. The quality of teaching is good because staff are able to extend children's learning as they play alongside them. For example, during imaginative play with dolls, children talk about going out to get some food. Staff join in with their play and encourage children to consider food, which promotes healthy eating. Children are actively encouraged to ask for different resources during the session, in order to make sure their learning and development are promoted through activities that they enjoy. Each child in the early years age range has an individual learning journal in which observations are stored. Children's individual observations are linked to the Early Years Foundation Stage.

These are used to identify children's starting points and to monitor their progress. This information is used to identify the children's next steps in their learning and to inform planning. Consequently, children make good progress overall in their learning and development from their starting points.

Staff communicate with children throughout the session and encourage them to talk about their day at school. As a result, children's communication and language are supported effectively and they feel valued. The easily accessible play materials and activities stimulate children's independent learning. Children are confident and comfortable to communicate with their peers and staff throughout the session as they ask staff for other resources to extend their play or share their ideas for activities. Children play happily together developing their writing skills and imagination as they take food orders. Staff extend their imagination further by asking for unusual items, such as 'worm pizza'. Mathematics is promoted well as children play with games and jigsaw puzzles, which support their knowledge of shape and number. A wide range of books and constant access to paper and drawing materials support children's literacy skills. There are good opportunities for the children to develop their physical skills. Children have access to a variety of resources in the outdoor environment, including stilts, hoops and balls.

Staff work well with school staff to provide continuity of care and complement the learning and development in school. The club finds out from the school the topics they are covering and provides activities for the children, which add to their experiences. For example, they invite the local community police officer to talk to the children at the club, which complements the school's topic on 'People who help us'. Verbal discussions between staff and parents at the end of the session means that parents are kept well informed about their child's progress and development and share their observations from home. Written information is shared by being displayed on a table at the entrance to the club and includes details of the key-person groups. Parents comment positively about the good verbal communication with regard to their children, which helps them to settle quickly. Also it enables parents to support their children's learning at home.

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

Children enter the club enthusiastically and are eager to tell the staff and other children about their activities at the weekend or during their day at school. In return, staff listen carefully to the children making them feel valued. Staff are both calm and caring towards children. The key-person system is well embedded, which helps children to form secure, emotional attachments and provides a strong base for their personal, social and emotional development. As a result, children are extremely well settled in the club because staff have a thorough understanding of their likes, dislikes and routines and communicate daily with parents. The environment is well organised with staff effectively deployed to ensure that the club runs efficiently and children are well supervised. Children in the early years age range are separated from the older children, in order to provide a nurturing environment with a higher ratio of staff, which supports their all-round development and emotional well-being. They are motivated and focus on their chosen activities, which enables active learning. Children have great opportunities for plenty of fresh air and exercise as they freely access the outdoor area throughout the session. They explore the

outdoors, bringing items from inside, such as construction sets, which they play with on mats. Other children engage in more energetic activities, such as playing with different types of balls. Activities are closely supervised, ensuring that more boisterous play is available for those wishing to take part in physical activity after their day at school. This meets the needs of all children very well.

Staff are fully aware of the importance of children developing a highly positive sense of belonging and pride in themselves. There are opportunities for the children to take good examples of their achievements in the club into a school assembly where they are rewarded with house points. Also staff regularly praise and reward children's efforts with stickers. However, there is scope to further develop children's sense of belonging by devising ways for them to celebrate and share their achievements within the club. Children's behaviour is good. They enter the club confidently and choose the resources that they enjoy. There are clear rules and boundaries, which the children understand and demonstrate throughout the session. Children are polite, play cooperatively and share and take turns very well. As a result, children thrive in this safe and happy environment where they feel valued and respected, which in turn boosts their self-esteem and confidence.

Children are developing good hygiene practices as they fully understand they must wash their hands in preparation for snacks. They take it in turns to be the monitor and help to distribute the snack and tableware, for which they are praised and rewarded with stickers. There is a wide range of snack choice, including fresh fruit, which children enjoy while socialising with their friends and staff as they sit around a table. Children pour their own drinks while they wait to be provided with their snack. As a result, children's independence and social skills are well promoted. Children are becoming aware and responsible for their own safety. They talk about the need to apply sun cream before they go outside 'so we don't get sun burn'. Children happily tidy away activities and practise emergency evacuation procedures on a regular basis. The majority of staff hold a current paediatric first-aid certificate. Ongoing risk assessments ensure accidents are minimised to further promote children's safety. Transition into the next group, which caters for older children, is carried out by informing parents of the move and providing opportunities for them to meet the staff. Children visit the group and stay for a few sessions before their move. This enables children to become familiar with new staff and ensures that it is a positive experience for them.

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

The management team and staff demonstrate a good understanding of their roles and responsibilities to meet the safeguarding and welfare requirements of Early Years Foundation Stage. They have a secure knowledge and understanding of how to protect and safeguard all children. For example, there are detailed, robust policies and procedures in place for safeguarding and rigorous recruitment and selection procedures ensure that all staff are safe and suitable to work with the children. Each member of staff has completed safeguarding training and has knowledge of what to do and who to contact if there are any safeguarding concerns. Staff are suitably qualified, experienced and motivated, demonstrating an enthusiasm for their work and a commitment to improving achievement

for all children. All staff follow thorough induction procedures and receive ongoing supervision and appraisals. However, there is scope to improve staff mentoring and coaching through peer-to-peer observations, in order to disseminate good practice. Comprehensive risk assessments are in place and rigorous daily checks of the environment and resources ensure that children are well protected. External doors are locked and opened by staff with parents signing children in and out on the register. This ensures that children do not leave the club without an authorised adult. Accidents and injuries are comprehensively recorded and staff understand their responsibilities to inform Ofsted of any significant incidents or serious accidents. This means that children can play and learn in a completely safe and secure environment.

Staff caring for the children in the early years age range are well qualified and included a member of staff with qualified teacher status. As a result, the staff work together to plan and provide quality activities, which are well matched to each child's age and stage of development. Staff display a good knowledge of how to meet the learning and development requirements of Early Years Foundation Stage. This means that all children are supported effectively to make good progress in their learning and development. The manager monitors young children's learning and development and their involvement in activities. This ensures children's needs are met and that they are fully engaged and interested in what they do. The club produces their own self-evaluation document and uses it effectively to identify their strengths and weaknesses and targets areas for development. The compilation of the self-evaluation form takes into account the views of staff, parents and children, as well as advice from the local authority. For example, parents are encouraged to complete questionnaires and children are asked for their views through discussions. The areas for improvement highlighted at the previous inspection have been addressed. As a result, planning clearly shows how each activity relates to the areas of learning and next steps inform the planning. This all provides evidence of a commitment to continually improve the provision and outcomes for children.

Partnerships with parents are effective as they communicate verbally on a daily basis and through newsletters. In addition, links with the school are good and they all work together to meet the children's individual needs and to complement their learning and development. Parents are happy to express how they are satisfied with the service they receive from the club and that their children enjoy the activities immensely. The club works closely with the local authority as they regularly visit to offer support and guidance.

### **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>	218296
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	865739
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	56
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Humpty Dumpty Day Nurseries Ltd
<b>Date of previous inspection</b>	23/09/2009
<b>Telephone number</b>	07712 001812

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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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