

Badger Club Long Furlong ASC

Long Furlong School, Boulter Drive, Abingdon, Oxfordshire, OX14 1XP

Inspection date

07/07/2014

Previous inspection date

27/04/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 thoroughly enjoy their time at the club. They take part in a wide range of interesting activities that help them develop their knowledge and skills.
- Children behave exceptionally well. They play cooperatively and older children show great kindness and consideration towards the younger children.
- The staff are warm and attentive towards the children so that children feel confident to speak with them and share their concerns and achievements.
- Staff create a relaxed atmosphere and encourage children to make their own choices and develop their own play and ideas.
- Parents speak highly of the club. They appreciate the friendly staff and the variety of activities their children enjoy.

It is not yet outstanding because

- The youngest children cannot easily see and reach all the resources appropriate to them, which may limit their play on occasions.
- While managers have completed all the required staff checks, they have not devised a system for recording information on staff suitability so that it is clear and easy to retrieve.
- While the staff and committee reflect on their practice and identify areas for development, they do not make full use of the views of staff, children and parents to

devise and implement a challenging improvement plan.

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 children's play and staff interactions during snack time and in the hall and outdoor play areas. The inspector spoke with staff and children throughout the inspection.
- The inspector checked evidence of suitability of the staff who work with the children.
- The inspector looked at a range of documentation, including policies and procedures, attendance and accident records, and risk assessments.
- The inspector took account of the views of parents spoken to at collection time.

Inspector

Rachel Edwards

Full report

Information about the setting

Long Furlong Out-of- School Club (Badger Club) is run by a voluntary committee made up of parents. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It opened in 2000 and operates from Long Furlong Primary School in North Abingdon. It operates from the school hall and secure outdoor areas. They also occasionally use the school library and computer room.

The setting is open five days a week during term time from 7.45am to 8.55am and from 3.15pm to 5.45pm. The club is open to children attending Long Furlong school and there are currently 40 children on roll aged from five to 11 years. Children attend for a variety of sessions. The club supports children with special educational needs and/or disabilities and several children who speak English as an additional language. The club employs six members of staff. Of these, two hold an appropriate qualification at level 3 and one at level 2. Another member of staff is working towards a qualification.

What the setting needs to do to improve further

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

- help young children develop their own play and ideas further, by enabling them to see more easily what resources are available and reach them for themselves
- improve the system for recording staff suitability so it is clear and readily accessible to appropriate persons
- make full use of the views of staff, parents and children to devise and implement a clearly focussed and challenging improvement plan.

Inspection judgements

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

Children enjoy their time at the club. It provides a relaxed atmosphere before and after their busy day at school. They have fun playing with others and this helps them form firm friendships. They enjoy a variety of activities that complement their learning at school. Staff note what interests the children, such as super heroes, and they provide resources, such as dressing-up clothes so the children can develop their own play. The staff set out a variety of activities inside and outside, that they know the children will enjoy. In addition, children can choose from a wider selection in the storage cupboard. However, these are not always easy for the youngest children to see or reach, which may limit their play.

When children arrive, they quickly choose what to play with. The staff recognise that most of the children prefer to play outside, so they take resources, such as small world and craft materials into the playground. The younger children benefit from the help of older children. For example, the older children patiently show them how to use looms and elastic bands to make complicated friendship bracelets, which they proudly display. As well as developing social skills, these activities also strengthen fingers and hand-eye coordination, which helps with handwriting. The staff have helped all the children make their own art books. The younger children draw and have a go at writing in these. Often, older children will scribe for them and they practise writing skills as they copy the words. Several of the staff work in the school, supporting the children in the classroom. This means they know the children well and are familiar with some teaching methods, such as how children learn phonics. This helps staff continue to support children's learning effectively outside the school day.

Staff allow children great freedom to develop their own games and ideas, whilst being on hand to help or join if children want this. This encourages the children to become active learners, play cooperatively and find their own solutions to problems. They play imaginatively and listen to each others ideas as they devise complex rules for a game of tag. They are resourceful, for example, finding a blanket to make a den. The staff frequently praise the children's efforts and listen with interest as children discuss their day or show them what they have made. This supports children's communication skills and their personal, social and emotional development well.

The staff monitor children's learning and development well. They note what interests the children, how they play and the achievements they make. There is an effective partnership with children's teachers. For example, they discuss any issues when they collect the children from reception class each day and the club staff are aware of what the children are doing in school. Club staff use all this information to provide enjoyable, interesting and challenging activities that support children's ongoing learning at school.

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

Children form warm bonds with the club staff that care for them. Staff collect the younger children directly from their classroom after school, so the children feel secure and know where they are going. Children demonstrate a strong sense of belonging to the club. They enter the hall confidently, greeting staff and other children, and chatting about their day. Staff know children very well. They obtain information from parents about their children before they start the club, so staff can provide for their needs. Staff are always available to talk with parents at the beginning and end of sessions so they are aware of any changes that will affect children's care or learning needs. Staff encourage children to value differences in other cultures, languages and ways of life. They use the children's interest in the current football World Cup to talk about different nations. Children talk confidently about visiting relatives who live abroad and other children ask interesting questions about the country.

The club provides a suitable variety of resources for the children that are good quality and appropriate for their stage of development. Staff take account of children's requests when they buy new resources so children know their views are valued. Staff work closely together to ensure they have a consistent approach to managing children's behaviour. They also liaise with school staff to overcome any individual difficulties. Staff praise children's achievements, including when they act kindly or considerately towards others. Staff are good role models and treat everyone kindly and with respect. As a result, children behave exceptionally well. The friendly and supportive relationships between children of different year groups, is notable. It is of considerable benefit in helping young children settle quickly and find their feet in school life.

Staff supervise children effectively at all times and minimise any hazards. They help children learn how to keep themselves safe, such as negotiating climbing and balancing equipment with care. They are sensible and considerate, giving each other plenty of space to manoeuvre safely. Staff allow children to take measured risks in their play so they experience a small sense of danger and learn to play within their capabilities. For example, they know how high they can safely climb the tree. Staff regularly practise fire drills with the children so they learn the importance of following instructions quickly and how to behave safely in an emergency.

Staff promote children's good health. They provide children with a varied selection of healthy and nutritious snacks and breakfast. Children are hungry when they arrive after school. They appreciate the opportunity to sit with friends and regain their energy with a drink and tasty snack. It is a sociable time, when they all sit together and talk about their day and some proudly show awards they have received in school. They choose from a variety of fresh fruit and vegetables, as well as carbohydrates including crumpets, crackers and tortillas. Staff leave out fruit and vegetables all session for children to help themselves. After snack, most children dash outside to play in the fresh air. There is plenty of room for those who want to play boisterously but there are also quieter activities to enjoy outdoors. The children enjoy being physically active and this benefits their health. Staff are aware of when children may need to rest and provide a snugly blanket to curl up and perhaps enjoy a story.

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

The manager was not present during the inspection. However, the deputy manager and the chairperson demonstrated a secure understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage.

The staff work well as a team and are aware of their individual roles. They supervise children effectively, whilst still encouraging their independence. They carefully record children's attendance and know where they are at all times, for example, by accompanying the younger children to the toilet area. The premises are secure and staff manage collection times effectively so that children cannot leave unattended and parents have the opportunity to talk with staff. Staff have a clear understanding of their role in

safeguarding children and what they must do if they have concerns for a child's welfare. Staff regularly undertake training to ensure their knowledge is up to date, for example, they have extended their safeguarding policy to include the use of mobile phones and cameras in the club. The manager and committee follow safe recruitment procedures to ensure the suitability of those working with the children. However, the system for recording this information is not as clear as it could be which could give scope for mistakes in the future.

Regular discussions between the staff and appraisals of their practice, support staff's professional development. Staff are encouraged and supported by the committee to attend ongoing training and gain additional qualifications, so they can continually improve practice for the benefit of the children. The manager works with other professionals, such as play workers from the local authority, to bring new ideas to the club. Recommendations from the previous inspection have been addressed successfully. However, systems for monitoring the club's effectiveness are not fully developed. Staff obtain the views of parents and children through observation, discussions and occasional questionnaires but they have not used the information to devise a clearly focussed and challenging improvement plan.

There is a good partnership with parents. They express high levels of satisfaction with the club. They say they are confident their children are safe and that their children love coming to the club. They especially like the way the children of different ages play so well together, which helps them enjoy their time at school as well. The parents have copies of the club policies and procedures which explain how it is run. Staff keep parents very well informed about their child's achievements and well-being. The deputy manager is well aware of the importance of continuing to work closely with other professionals.

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	403349
Local authority	Oxfordshire
Inspection number	843271
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	32
Number of children on roll	38
Name of provider	Badger Club Long Furlong ASC Committee
Date of previous inspection	27/04/2010
Telephone number	01235 532 358

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

