

St Joseph's Badgers

St. Josephs RC Primary School, Cherry Orchard, LICHFIELD, Staffordshire, WS14 9AN

Inspection date	14/07/2014
Previous inspection date	12/01/2012

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		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

- The manager and her staff team have a good understanding of the safeguarding and welfare requirements and take all necessary steps to keep children safe and well.
- Staff have a good knowledge of how children learn as they plan to meet their individual needs and support their next steps in learning. As a result, children make good progress in all areas of learning and development.
- Staff develop good partnership with parents and keep them well informed about all aspects of the club. They communicate well to identify children's needs and to share children's achievements after school effectively.
- Strong leadership by the manager means that continuous improvements are made in the club. Development is further supported by the organisation, which ensures good practice is shared with other managers and staff.

It is not yet outstanding because

- Occasionally, staff do not use skilful questioning to enable the children to further develop their critical thinking skills.
- The partnership with the local school is not fully developed to share more detailed information about individual children, in order to provide activities which fully complement the learning in school.

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 club's indoor and outside spaces.
- The inspector spoke with the manager, team leader and staff.
- 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

St Joseph's Badgers was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by Humpty Dumpty Day Nurseries Ltd and operates from a room within St Joseph's Primary School in Lichfield, Staffordshire. The children have access to the school playground and field. The club serves the children attending St Joseph's School. The club employs three members of childcare staff, all of whom hold appropriate qualifications at level 3. The 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 42 children on roll, seven of whom are in the early years age range.

What the setting needs to do to improve further

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

- enhance children's critical thinking skills by making the most of every opportunity to skilfully question children throughout their activities
- strengthen partnerships with the local school so that there is a more effective method for sharing more detailed information and complementing the children's learning.

Inspection judgements

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

Staff demonstrate a good understanding of how to promote children's learning and development through play. They show this by providing a broad range of stimulating activities and resources. Staff use the indoor and outdoor environments effectively. As a result, children are engaged, eager and motivated to learn. The quality of teaching is good and staff ensure they cover the seven areas of learning. Each child in the early years age range has an individual file containing observations, photographs and examples of their work. This information is linked to the areas of learning and identifies next steps, which are used to inform planning. Their starting points are clearly identified and a tracking sheet enables staff to monitor their progress. Parents regularly complete a 'My story' sheet which provides further information about their child's interests. Consequently, children make good progress overall in their learning and development from their starting points. They are fully supported to acquire the skills needed for the next stage in their learning.

There are opportunities throughout the session for children to develop their communication and language skills. For example, staff talk to children about their day in school during registration and at snack time. Throughout the session, children are able to

request activities and resources. This allows staff to continually support the interests of individual children. Staff receive basic information from the school about the general topics children are following and relate this to the planning. However, sometimes this is not detailed enough to fully complement and expand on individual children's school learning in the club. The school invites the club to use their computer suite, which provides further opportunities to support their skills in technology. Staff provide activities to promote diversity and enable the children to develop an understanding of the wider world. For example, they celebrate festivals, such as Chinese New Year. Children particularly enjoy the outdoor environment where they enthusiastically run around and play team games, promoting their physical development. Alternatively, some children choose to sit quietly reading books, dressing up or creating their own models with construction resources. As a result, they develop their imagination. Children enjoy learning to use new pieces of equipment. Staff demonstrate how to use walking paddles which require the children to coordinate their movements with each other in order to walk forwards. They are praised and encouraged for their efforts, which raises their self-esteem. Children engage in a variety of craft activities. They mix their own paints and create individual pictures. However, staff do not make the most of every opportunity to skilfully question children and enhance their creativity and critical thinking.

A communication book, used by the club staff, enables parents and the school to share general information at the beginning and end of each session. Verbal discussions between the staff and parents mean they are kept well informed about their child's progress and development. Parents are asked to provide details of any achievements the children have made at home, which are then attractively displayed and acknowledged in the club. Staff have compiled a book containing photographs of the children engaged in different activities and proudly showing their work. As a result, children feel valued and respected.

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

Staff warmly welcome children on their arrival in the club. An effective key-person system is in place. Children form secure attachments, especially those who only attend occasionally, which promotes their well-being. Effective settling-in arrangements are in place, and both children and parents are well prepared when children join the club. Good quality information is shared to ensure individual needs, such as medical and dietary requirements, are known and fully met.

Children understand the well-established routines which provide continuity and a sense of security. Children enter the club and hang their coats up on their own pegs. These are identified by name labels made by the children, which fosters a strong sense of belonging. In addition, children access their own resources and pour their own drinks at snack time which allows them to develop their independence. They are reminded to wash their hands before enjoying a healthy and nutritionally balanced snack. Children are provided with regular access to the outdoor environment where they engage in games which encourage them to be active and develop their coordination skills. As a result, children learn about good health and hygiene practices. Staff discuss keeping safe outside as the children apply their own sun cream and are reminded of the areas in which they can play. All staff have paediatric first-aid qualifications.

Children's behaviour is good and they understand the expectations of the club. This is because staff are good role models as they reinforce appropriate behaviour and provide clear guidance to the children. Children show good manners and are polite. Staff talk to the children and help them to understand the needs of others. For example, older children are encouraged to demonstrate and support younger children as they play a game of rounders. The children happily share and take turns during activities. They receive constant praise and reassurance from staff, which develops their self-esteem and confidence.

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

The club has effective policies and procedures in place to meet the safeguarding and welfare requirements. All staff are aware of procedures to follow should they have any concerns about a child and know who to contact to share information and seek further help and support. Staff are well deployed and children are supervised at all times, particularly in the outdoor area. Risk assessments and daily checks of the premises and resources are used effectively to keep children safe. The club keeps thorough records of accidents and attendance to further protect children and promote their welfare. There are robust recruitment procedures in place to ensure that staff are suitable for the role and the club.

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. Effective induction, appraisal and supervision arrangements are in place to ensure all staff understand their roles and responsibilities. In addition, staff engage in peer-to-peer observations which allow them to share expertise and evaluate each other's practice. As a result, training needs are identified and staff feel supported in their professional development. There is good use of self-evaluation as staff identify what they do well and what changes can be made to improve their future practice. Feedback is gained from parents through ongoing discussions, questionnaires and comment sheets. Children are also consulted about their likes and dislikes. Strong support from the provider and the senior management team enables progress to be made. As a result, the club makes continuous improvements to provide effective care and support for the children.

Staff and parents work together effectively to meet the children's individual needs. Parents comment positively about how they are satisfied with the service they receive from the club and that their children are very happy. The local authority visits regularly to offer support and guidance, which is swiftly acted upon by the club. Staff have started to work in partnership with the primary school teachers to share relevant information to support the children in their learning and promote effective transitions. However, there is room to strengthen these partnerships so that there is a more effective method for sharing more detailed information and fully complementing the children's learning and development.

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	EY431743
Local authority	Staffordshire
Inspection number	853245
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	42
Name of provider	Humpty Dumpty Day Nurseries Ltd
Date of previous inspection	12/01/2012
Telephone number	01543 263 505

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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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