

Buzy Badgers and Badgerbrook After School Club

Badger Brook Primary School, Badger Drive, Whetstone, Leicester, Leicestershire, LE8 6ZW

Inspection date	20/11/2014
Previous inspection date	20/09/2011

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		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The staff do not have secure knowledge of safeguarding procedures to appropriately respond and protect children from abuse or neglect.
- Leadership and management is weak. This results in a poor understanding of the Early Years Foundation Stage, staff recruitment and induction procedures, and the monitoring of staff's professional development.
- Staff do not effectively use risk assessments to identify all aspects of the environment which could present a hazard to children.
- Children's learning is not complemented effectively through partnership working with parents and early years teachers, because information about learning at home and school is not shared.
- There is no key-person system in place to ensure that children have a secure relationship with one particular adult, who can help them to settle quickly at the club and ensure that their care is tailored to their needs.

It has the following strengths

- Children of all ages play well together. Older children support younger friends, enabling them to join in with their games and feel a part of the club.

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 the suitability and qualifications of the staff, talked with the manager about safeguarding children and discussed self-evaluation and improvement plans.
- The inspector observed activities in the main room and outside.
- The inspector spoke with the club's manager and staff at appropriate times.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Tracey Hobbs

Full report

Information about the setting

Buzy Badgers and Badgerbrook After School Club registered at its current premises in 2007 and is run by a private partnership. It operates from a classroom and the main hall at Badger Brook Primary School in Whetstone, Leicestershire. Children have access to an enclosed outdoor play area and to the school playground. The club serves children and families from the local and surrounding areas. There are currently 67 children on roll, including children within the early year's age group. Children attend for a variety of sessions. During term time, the club opens Monday to Friday from 7.30am to 8.45am and from 3.15pm to 6pm. During the school holidays, the club opens from 8am to 4pm. The club is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are five members of staff who work directly with the children. Of these, three hold appropriate childcare qualifications at level 3.

What the setting needs to do to improve further

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

- ensure staff have a secure knowledge of safeguarding procedures in order to be able to identify and respond appropriately to signs of possible abuse and neglect, and protect children from harm
- put in place a system for the safe recruitment of staff to ensure that information about the identity checks and vetting processes that have been completed for staff, are recorded
- take reasonable steps to ensure the safety of children on the premises, with particular regard to more rigorously assessing the risks associated with the use of the outside area by younger children, and children having access to the main school building, lift and stairs area
- establish effective partnerships with parents and teachers to ensure that staff are kept up-to-date with children's progress and development, and use this information to plan and extend children's learning while attending the club
- ensure assign each child a key person, to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Inspection judgements

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

Planning for the youngest children's learning and development needs is not effective. The staff lack knowledge regarding the Early Years Foundation Stage and the need to complement children's learning in other settings, such as school, where they spend the most time. Although staff seek information from parents with regards to the children's personal details, information is not shared between staff parents and school, to enable staff to build on children's existing skills that they are learning in school. This is a fundamental requirement for out of school provision, to enable children to make good progress. The staffs' strategies for engaging parents about their child's early education and development are weak. As a result, parents do not know what their child is learning or have the opportunity to play an active role in their child's learning during children's time at the club.

Children enjoy their time at the before and after school club and demonstrate positive attitudes to their play after a busy day at school. This is because staff provide them with a range of activities, which help them occupy their time. Children have opportunities to engage in role play in the home corner, and they dress-up and play imaginatively with small world toys, such as vehicles and building bricks. Children access a number of resources that require concentration and support problem-solving, including construction toys and board games. During the inspection, children of all ages enjoyed icing cakes while assisted by the staff.

The staff are mindful that children have been at school all day and provide a range of adult-led and spontaneous activities to promote children's play. This ensures that children remain interested and have fun. Children are becoming active learners as they freely move around, selecting what they want to play with. This helps them develop independence and encourages their physical development. This is enhanced further due to an adjoining outdoor area, which encourages active involvement and movement as children enjoy playing on the school's large climbing apparatus.

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

Staff support children to develop some awareness of safety and how to stay safe. For example, children are taught that they must walk sensibly in the indoor environment and are helped to use the play equipment in the outdoor area safely. However, the host school site's main gate is open during outside play time and children are therefore at risk from unknown adults entering the areas in which they play. This does not support children's safety sufficiently. Furthermore, staff do not demonstrate sufficient knowledge and understanding in relation to the assessment of potential risks to children's safety in the club. For example, staff have not fully considered the implications of allowing younger children to access the main school building, lift and stairs area when using the bathroom facilities alone. Children are not monitored when leaving the main play area and therefore, could be missing for some time before staff notice, which means children are not always

secure on the premises. This results in a breach of welfare and safeguarding requirements and as a result, children's safety is not assured.

Staff are kind and caring role models. However, there is no key-person system in place to support them in making secure attachments when new children join the club and may be experiencing difficulties settling in either the club or school. Staff support children's independence and self-care as children are asked to wash their hands before snack and after toileting. Staff provide a range of foods for the children after school, including fresh fruit and biscuits. When the holiday club is operating parents provide packed lunches for their children and the staff provide a morning and an afternoon snack. There is a fresh drinking water available at all times for the children to help themselves to when thirsty. This adequately promotes children's physical health.

Staff create a welcoming and resourced environment that fosters children's sense of belonging. Staff are deployed well and know which area of the club they are responsible for supervising. Any accidents are handled appropriately and a sufficient number of staff hold paediatric first-aid certificates, so are able to deal appropriately with any accidents that occur. Children's confidence and self-esteem is raised because staff praise them for their efforts and achievements. They behave well and the rules and boundaries of the club are displayed for children and parents to see. Staff promote children's understanding of the importance of fresh air and exercise as part of a healthy lifestyle. Children in the early years age range are supported by their older friends and by the staff to get ready for outdoor play by collecting together their belongings and putting on coats. They are also reminded to hang them up again on the pegs when returning inside. Outdoor play is based mostly on physical activities, which the children have huge enthusiasm for and enjoy on a daily basis.

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

One of the managers has attended safeguarding training. However, other members of staff do not have effective knowledge and understanding of safeguarding procedures, which does not sufficiently safeguard children in the event that there is a concern about their welfare. Managers ensure all staff have Disclosure and Barring Service checks. However, there is no set structure for the safe recruitment and induction of new staff. There is a lack of robust risk assessment for the use of the premises both indoors and out during the club's opening hours. These breaches of the requirements of the Early Years Register and Childcare Register compromise children's safety.

The managers show no commitment to staffs' professional development, and there are no appropriate arrangements in place for the supervision of staff. This has a negative impact on the quality of the provision and means that management is unaware of staffs' future training needs, which has a negative impact on their professional development and ability to expand and improve their practice. Two members of staff are fully trained in paediatric first aid, and policies and records are in place to support children's medical and health needs. Management and staff provide parents with an information booklet at the start of the placement, and ask parents to complete a registration form with their child's details.

Parents speak positively about aspects of the club. They state that their children are happy to attend, that the range of activities keeps their children entertained and that children are able to relax after a busy day at school. However, parents commented that they do not receive information on a daily basis about the learning and development support offered to their children.

Self-evaluation is not sufficient, and does not identify all areas of strength and weakness. The recommendations from the club's previous inspection are yet to be fully addressed. The monitoring of the club is not effective in ensuring that all roles and responsibilities to meet the requirements of the Early Years Foundation Stage are met. Consequently, this has a negative impact on children's safety and well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- train all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (voluntary part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY358453
Local authority	Leicestershire
Inspection number	863552
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	67
Name of provider	Badgerbrook Afterschool Club Partnership
Date of previous inspection	20/09/2011
Telephone number	0116 275 2353

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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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