

# St. Peter's Badgers Before And After School Club

St. Peters C E Primary School, King Street, Yoxall, Burton-on-Trent, Staffordshire, DE13 8NF

<b>Inspection date</b>	28/11/2014
Previous inspection date	04/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
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 are fully aware of their safeguarding role and responsibilities to protect children. This means that children's safety and welfare is prioritised.
- Staff provide a broad range of fun and stimulating activities, which children thoroughly enjoy. As a result, children develop their creativity and imagination through expressive art and design.
- Staff build positive and harmonious relationships with children and parents. They treat children respectfully, which helps them to feel welcome and included. As a result, children behave well and feel safe.
- Staff build effective partnerships with other educational and childcare partners, which helps to secure children's development and progress.
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### It is not yet outstanding because

- Staff do not always consistently extend children's literacy development, for example, by teaching children to recognise the difference between capital and lower case letters in some written words.

## 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 indoors and outside, and discussed children's development and progress with the manager.
- The inspector held discussions with managers, staff, children and parents to obtain their views.
- The inspector looked at a sample of planning, observation and assessment records, including early years summary reviews.
- The inspector checked evidence of suitability and qualifications of the staff and discussed self-evaluation arrangements and improvement plans, with the manager.

## Inspector

Jayne Rooke

## Full report

### Information about the setting

St. Peter's Badgers Before And After School Club was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St. Peter's C. E. Primary School in Yoxall, Staffordshire, and is one of a number of settings owned and managed by the same provider. The club serves the host school and is accessible to all children. It operates from the community room within the school and there is an enclosed area available for outdoor play. The club employs six members of childcare staff. All staff hold appropriate early years qualifications at levels 2 and 3. The club opens Monday to Friday, during term time, from 7.50am until 8.50am and from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 52 children attending. Of these, five are in the early years age group.

### 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 practise and develop their literacy skills, for example, by showing them how to write initial letters to form the start of words that are of interest to them.

## Inspection judgements

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

Staff provide a broad range of fun and stimulating activities, which children thoroughly enjoy. For example, boys and girls benefit from active games outdoors, where they learn to coordinate their physical movements as they skip, run and play varied ball and team games. They enjoy adventurous activities, as they explore the natural environment and trails around the school fields and playground. Children develop their fine movements, as they use inviting art and craft materials to weave paper patterns and make reindeer puppets. Staff give children time to concentrate on and return to their self-chosen activities, so that they have opportunities to think about and develop their own ideas. Planning records show that children are offered an exciting range of activities and games, which help them to develop their creative and imaginative skills. As a result, children enjoy making things, such as cakes and clay models. They express themselves through show and dance competitions and enjoy dressing-up and role-play games.

Staff provide good access to paper, pens and pencils, which supports children's emerging interest in writing a list for Santa. As a result, younger children learn how to write and draw, which complements their learning in school. Staff show children how to write words which are of interest to them, such as the name of the toys that they play with. However, they do not always consistently teach children to recognise the difference between capital and lower case letters. Consequently, children do not always benefit from extended

opportunities to practise and develop their literacy skills.

Staff closely observe children to find out what they like and can do. They obtain informative details from parents when their child first attends, to guide their next steps planning. They keep photographs of children's active learning, in addition to samples of their work, in order to track and monitor each child's progress. Key persons make good use of early years summary assessments, to review young children's ongoing progress and to set challenging goals for future achievements. They share details of how each child learns and develops with school teachers and parents, to promote continuity in children's learning in school and at home. As a result, young children make good progress towards the early learning goals.

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

Staff create a warm and welcoming environment, which helps children feel safe and happy to attend. They closely supervise children at all times, so that children develop the confidence to manage their daily care routines and play choices, independently. Staff treat children respectfully, which helps them to develop good relationships. As a result, children are confident to speak to adults and each other and talk freely about what they enjoy and can do. They behave in a positive and friendly manner towards each other and follow established rules and instructions, which help them to stay safe. Staff promote equality and diversity well because they know about children's backgrounds and interests. As a result, they help children to learn about wider world communities through discussion and activities, which explore varied traditions, cultures and beliefs. Where children speak dual languages, staff seek instructions from parents to learn basic words in their home language, so that children feel valued and welcome. This secures children's emotional well-being, as they move between home and school.

Staff provide nutritious snacks for children to eat when they arrive, which ensures children are well-nourished at the beginning and end of each school day. Water and juice drinks are readily accessible to children, so that they can manage their own needs when they are thirsty. Children benefit from regular fresh air and exercise because staff plan energetic games and activities outdoors. This helps children to understand the importance of a healthy diet and lifestyle. Staff provide a wide range of 'non-school' recreational activities, which enable children to have fun in a relaxed environment. Consequently, children show high levels of enjoyment in their active and quiet play. Staff encourage children to adopt safe behaviour, for example, by involving them in safety checks of the playground before they play outside. This helps children to develop their awareness of risk and consequence and how to stay safe.

Staff build positive and friendly relationships with children and their families, which creates a harmonious atmosphere. The manager maintains good communication with teachers in the host school, so that all children receive good levels of support in their care and learning. Staff organise rooms and resources very well, so that children feel a sense of ownership of their club. As a result, children know where to access toys, books and varied creative materials, to support their own play ideas. In addition, they proudly display their

own art work and are actively involved in decorating the room in preparation for Christmas festivities.

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

Staff demonstrate a secure understanding of safeguarding procedures. They clearly explain how to put child protection policies into practice, for example, by noting any concerns about children's physical health and emotional well-being. They have detailed safeguarding information available, to help them promptly access referral and emergency services as necessary. Staff involve parents in the safeguarding procedure, so that parents are fully aware of how staff will protect their children. The manager takes an active role in the induction of new staff, to ensure that they are fully informed of their safeguarding role and responsibilities. This helps to alert staff to the four signs and many symptoms of abuse and the action to take to secure children's safety. Leaders and managers conduct rigorous suitability checks for each member of staff, through the Disclosure and Barring Service. They conduct regular staff appraisals to determine their continued suitability and training needs. This ensures that staff's qualifications and skills are effectively checked and monitored, prior to, and during, their employment, in order to prioritise children's safety and welfare. The manager and staff conduct thorough risk assessments and safety checks on a daily basis, to ensure that all areas used by children are safe and secure. They have effective systems in place for the emergency contact of parents, for example, to confirm arrival and collection arrangements, so that children are safely escorted to and from the club.

The manager has an in-depth knowledge of the Early Years Foundation Stage. She uses her broad expertise and knowledge to guide and coach staff, so that they develop good teaching skills. As a result, children benefit from purposeful learning opportunities. This helps children to develop the skills they need to support their future learning. The manager competently seeks the views of staff, children and parents to guide and inform the annual self-evaluation and improvement plan. This brings about effective training and development opportunities, which strengthen the educational programmes and staff practice. For example, staff are actively involved in children's learning to encourage their communication, language and mathematical development. This supports the learning that takes place in school. Following a recent focus on planning, observation and assessment training, new staff are now better equipped to plan activities, which stimulate children's interest and learning.

Parents speak highly of the commitment of the staff and the 'excellent' quality of care provided. They state that their children are very happy at the club and frequently want to stay for longer. Parents find that the activities are well-suited to their child's age and stage of development, which contributes to their child's learning at home. Parents state that they are happy with the health and safety arrangements in place, which promote their children's good health and well-being. Children say that they love being at the club and enjoy good friendships with staff and other children. The manager has successfully addressed the recommendations from the last inspection. As a result, parents are now fully informed of the correct address and contact details for Ofsted, so that they can freely

pass on their compliments and concerns. There is now a good balance of adult and child-led activities, which has resulted in more stimulating and varied learning opportunities. All policies are now reviewed on an annual basis and as regulations change. This ensures that staff have good access to up-to-date guidance to inform their safe practice. Partnerships with the host school and other childcare professionals, such as early years advisors and nursery partner groups, are well-established. This leads to the effective sharing of information to secure children's safe care and next steps in learning. Consequently, children benefit from good quality provision.

### **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. 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

<b>Unique reference number</b>	EY341382
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	862905
<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>	52
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Humpty Dumpty Day Nurseries Ltd
<b>Date of previous inspection</b>	04/03/2010
<b>Telephone number</b>	01543 472 320 or 07798 876 885

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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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