

Buzy Badgers and Badgerbrook After School Club



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

Inspection date	11 March 2015
Previous inspection date	20 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The key-person system is not yet fully embedded in order to consistently support younger children's care and learning needs.
- Children are not always able to engage in play and learning opportunities that fully capture their attention and reflect their interests. This is because staff do not take account of children's views when planning activities.
- Children are not always able to make healthy and balanced food choices, because a good variety of snacks are not consistently offered.
- Self-evaluation is not yet sufficiently established in order to drive forward continuous improvement and inform future development.

It has the following strengths

- Children are happy and enjoy their time at the club. They form positive relationships with the staff and each other.
- Children behave well and staff talk to them about right and wrong. This helps children to acquire the skills needed for school as they take turns and negotiate with their peers.
- Since the last inspection, staff have attended safeguarding training. Consequently, they have an adequate understanding of the correct safeguarding procedures to follow, should they have a concern about a child's welfare.

What the setting needs to do to improve further

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

- review the provision of snacks to provide children with a consistently good variety and balance of foods in order to contribute to their good health
- use key persons more effectively in order to ensure that young children's care and learning needs are consistently met.

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

- provide more opportunities for children to contribute to the planning of activities to ensure that they fully capture their attention and reflect their interests
- develop the use of a self-evaluation process to carefully monitor the quality of the provision, and clearly identify and act upon areas for improvement.

Inspection activities

- The inspector observed children as they played in the indoor and outdoor areas of the club.
- The inspector spoke with staff, children and their parents throughout the inspection.
- The inspector carried out joint observations and met with the club manager at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures, and evidence of staff's qualifications and suitability checks.

Inspector

Claire Jenner

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

On the whole, children enjoy their time at the club. They are able to engage in a variety of activities from a selection presented by staff at each session. However, children do not have many opportunities to contribute their own ideas to the planning. Consequently, activities do not always reflect their interests and, on occasion, are mundane and lack a good level of challenge. As a result, some children quickly lose interest and wander from one activity to the other. Indoors, children show their creativity as they decorate pots with paint ready for Mother's Day. Staff engage children in conversations about what they are doing. This helps to develop children's listening and speaking skills. Older and younger children play cooperatively together. For example, they each take on a different character in the role-play corner and act out familiar events. Other children chose to sit, chat and look at books in the quiet area. Outside, children develop different physical skills as they climb on the fixed play equipment and play ball games.

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

Children are familiar with all staff within the setting, and show a sense of belonging and confidence within the club. Since the last inspection, all young children are allocated a key person and the details of who holds this responsibility are displayed for parents information. However, staff do not always implement these arrangements effectively in order to ensure young children are consistently well supported. For example, they do not ensure children are accompanied when they access toilet facilities some distance from the group room. Staff generally support children's good health and hygiene appropriately. Children benefit from fresh air and exercise as they make use of the school playing fields. They are provided with something to eat and drink on arrival at the club. However, snacks lack variety and do not always include healthy and nutritious choices. For example, menu plans indicate that children are provided with a high proportion of pre-packed, biscuit-based bars.

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

Half of the staff hold level 3 childcare qualifications and since the last inspection have attended some updated training. This has contributed to their improved knowledge and understanding of the requirements of the Early Years Foundation Stage. As a result, the quality of education and care has improved. Suitable vetting checks by the provider ensure staff suitability. In addition, staff have completed mandatory training, such as paediatric first-aid, and now use risk assessments to reduce hazards. As a consequence, children's safety and well-being is adequately supported. Ongoing discussions with parents and with teachers within the host school supports continuity of care. Arrangements for monitoring the quality of the provision are still developing. Areas for improvement are not yet clearly identified or prioritised. In addition, managers are not always sufficiently pro-active in seeking advice and support from others. This means they do not fully consider new ideas and ways of working in order to inform and drive forward their own practice.

Setting details

Unique reference number	EY358453
Local authority	Leicestershire
Inspection number	999833
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	59
Name of provider	Badgerbrook Afterschool Club Partnership
Date of previous inspection	20 November 2014
Telephone number	0116 275 2353

Buzy Badgers and Badgerbrook After School Club was registered in 2007. It is situated within Badger Brook Primary School. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club is open Monday to Friday, 7.30am until 8.45am and from 3.15pm until 6pm. During the school holidays, the club opens from 8am until 4pm.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

