

# Scotch Orchard Badgers

Scotch Orchard CP School, Scotch Orchard, Lichfield, Staffordshire, WS13 6DE



## Inspection date

8 May 2015

Previous inspection date

31 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Safety is good because keeping children safe and secure is a top priority for staff. Their knowledge and understanding of safeguarding is robust, so that children are protected from harm.
- Staff have a good knowledge of how young children learn. They are effective in the way they question children and talk to them in detail about what they are doing. This deepens children's thinking and develops their language and communication skills well.
- All children are valued in this friendly and caring club. Staff ensure that children play a crucial role in contributing their views and ideas so that their play and learning is inspired by them.
- Children's health is promoted because they follow good hygiene routines and enjoy a selection of fresh fruit and vegetables for snack. In addition, an extensive range of physical activities, both indoors and outside, is a regular feature of their play.
- There are good procedures in place for managing the performance of staff and identifying their training needs. Regular checks on teaching provide staff with clear guidance about what is working well and what they could do to improve.

### It is not yet outstanding because:

- Staff do not consistently liaise with the host school to share specific information related to children's learning and development.
- Staff do not have effective systems in place to fully establish the views of parents or invite their suggestions for further improvement.

## What the setting needs to do to improve further

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

- develop even more effective ways to regularly gather information from the host school about children's learning, so that this can be used to further consolidate children's learning and progress in the club
- strengthen parental involvement in the self-evaluation process, for example, by including questions in the parent questionnaire that require a more detailed and considered response.

### Inspection activities

- The inspector observed activities and spoke with the manager, staff, children and parents at appropriate times during the inspection.
- The inspector looked at children's 'memory books' which are a record of their achievements during their time at the club.
- The inspector looked at a sample of children's records.
- The inspector looked at a sample of the club's policies and procedures, including their risk assessments.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

### Inspector

Sally Smith

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide children with purposeful learning activities that encourage them to explore, investigate and regularly try out new experiences. For example, children thoroughly enjoy watching the chemical reaction and what happens next, when sweets and fizzy drinks are combined. Children respond with enthusiasm to the activities provided, and concentrate for long periods of time. They maintain high levels of perseverance as they mix paints together to create different colours, providing running commentaries about what their picture depicts. Staff talk to children as they play, asking questions to check children's understanding and help them to learn more. Popular board games help to promote children's mathematical development. They match, sort and count objects and work out who has more or less.

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

A calm and relaxed atmosphere prevails in the club and children are very settled. Staff know their key group of children very well and ensure their interests and individual needs are at the heart of everything they do. However, information is not consistently shared between the setting and school. Consequently, opportunities are missed to strengthen this partnership and enhance children's well-being and progress. Children devise the club rules, therefore defining their own boundaries which are agreed by all. As a result, they know and understand what is expected of them. Children are kind, respectful, friendly and welcoming, particularly to visitors. Staff are good role-models and this ensures that children learn to treat others with the respect they themselves are shown by staff. Consequently, children behave well and develop good self-esteem and confidence. Children develop an awareness of how to keep themselves safe. Gentle reminders from practitioners help them to understand how to use space and resources in a safe way.

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

The management team fully understand their responsibilities to meet the requirements of the Early Years Foundation Stage. Policies and procedures are in place for the safe management of the club. These, combined with rigorous recruitment and suitability checks for staff, ensure that children are fully safeguarded. Staff are well-qualified and use their knowledge and experience to best advantage, ensuring good quality care and education is provided for all children. They regularly review the planning to ensure that activities capture children's imaginations and interest. Regular staff meetings, coupled with ongoing supervision, means that practice is carefully monitored and reviewed. The management team also identify and set out clear priorities for improvement. Questionnaires are given to parents to determine their satisfaction with the care provided for their children. However, these only require a yes or no response. Therefore, there is little opportunity for parents to clearly express their views and suggest any improvements.

## Setting details

<b>Unique reference number</b>	218357
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	865745
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Humpty Dumpty Day Nurseries Ltd
<b>Date of previous inspection</b>	31 January 2011
<b>Telephone number</b>	01543 510740

Scotch Orchard Badgers After School Club was registered in 2000 and is run by Humpty Dumpty Day Nurseries Ltd. The club employs three members of childcare staff. Two members of staff hold an early years qualification at level 3. One member of staff is a qualified teacher. The club opens from Monday to Friday, during term-time only. Sessions are from 3pm to 6pm.

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