

Inspection of Long Furlong Badger Club

Long Furlong Primary School, Boulter Drive, Abingdon, Oxfordshire OX14 1XP

Inspection date: 10 June 2021

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy going to the club. They arrive cheerfully and enjoy telling staff about their day at school. Children look forward to taking part in the activities on offer, especially those offered outside. They enjoy using large equipment, such as climbing frames and tunnels. They play ball games and enjoy practising their dancing and acting skills.

Children behave well. They are very inclusive in their play and they ensure no other children are 'left out' of games. Children who have been attending the club for some time are very kind and helpful to children who are new to the club. They show them where to sit and explain the routines. Children settle quickly on their first day and become fully involved in the games and activities.

Children report that they feel safe. They understand the changes that have been made to keep them safe, especially in light of the COVID-19 (coronavirus) pandemic. For example, they understand why they have to stay in their year groups and why handwashing is so important. They report that these changes have not stopped the club from being fun to attend. They say that, although they miss some activities, there are still lots of enjoyable and fun things to do.

What does the early years setting do well and what does it need to do better?

- The manager builds beneficial partnerships with staff at the host school. She works closely with the headteacher to provide continuity for children in regard to health and safety arrangements in response to the COVID-19 pandemic. Several staff members also work at the host school. This means that they are well placed to know what children have been doing and learning at school. They use this knowledge well to engage children in lots of conversations about their learning.
- Staff have ensured that any necessary changes to routines have not been to the detriment of children's enjoyment and ability to make choices. For example, children used to enjoy the 'self-service' arrangements at snack times. Now snacks are served to them at tables. However, staff have made it a fun activity by acting as waiters. Children enjoy placing their orders. Some children joke with staff, asking for 'my usual please'.
- Children get very involved in their play. Staff support and encourage this effectively. For example, they watch children perform dance routines and help children create stories. This helps children to build further on their learning and development from school.
- Staff help children to feel good about themselves. When children share worries, staff offer reassurance. They talk to children about the benefits of trying hard

and doing their best. This helps to create a happy and supportive environment.

- Children see staff as people that they can trust. Children turn to staff for advice. Staff help children to find solutions to problems. This was demonstrated when staff helped children to work together to find a safe way to both use the same equipment.
- Parents report that children enjoy going to the club and that sometimes children want to go on days when they do not need to attend. Parents find staff very approachable. Younger children have a member of staff allocated as their key person to help them feel settled and welcome. However, not all parents are made aware of this role.
- Staff appreciate the importance of healthy food, fresh air and exercise to children's good health. Staff offer nutritious snacks and ensure that children get plenty of time to play outside. Children learn to make healthy and sensible choices. For example, they know it is important to wear a sun hat and drink plenty of water on hot days.
- Staff feel valued and appreciated. They report that the manager and provider are supportive and listen to their views and ideas. Staff have opportunities to discuss their roles and their well-being. However, the manager is not currently allocated time to observe staff closely in order to enhance the feedback and support she can offer. The provider is keen to make this time available and recognises the value of doing so.

Safeguarding

The arrangements for safeguarding are effective.

The manager takes effective steps to keep staff's safeguarding knowledge up to date. Staff are able to identify and respond to any signs that a child may be at risk of harm or neglect. They have a good understanding of wider safeguarding issues, such as signs that a child may be at risk from exposure to extreme views. They know that any concerns must be shared promptly in order to help keep children safe. The provider follows effective recruitment procedures to ensure that those employed to work with children are suitable to do so.

Setting details

Unique reference number	EY561085
Local authority	Oxfordshire
Inspection number	10194188
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	35
Number of children on roll	67
Name of registered person	Long Furlong Badger Club CIO
Registered person unique reference number	RP561084
Telephone number	07762385760
Date of previous inspection	Not applicable

Information about this early years setting

Long Furlong Badger Club registered in 2018 and provides care for children who attend Long Furlong Primary School in Abingdon, Oxfordshire. It is open from 7.45am to 9am and 2.45pm to 5.45pm, Monday to Friday, during term time only. The provider employs nine members of staff and three hold relevant qualifications at level 2 or level 3.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The inspector completed a learning walk of the areas used by the provision. She found out how the provision is organised and the range of activities on offer to children during their time at the club.
- The manager and the inspector completed a joint observation.
- Parents and children shared their views with the inspector.
- The inspector observed staff as they interacted with children and evaluated what it is like for a child to attend the club.
- The provider, manager and inspector held discussions about how the club is organised and how staff are supported.

We carried out this inspection 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.

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