

Inspection of Badgers Bridge

Lyminge C Of E Primary School, Church Road, Folkestone, Kent CT18 8JA

Inspection date: 7 July 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

All children are happy, confident, and settled. They enjoy their time at the club and are eager to attend after school. Children are confident to communicate their thoughts and ideas. For example, during dinosaur role play they make up their own pre-historic story. Children play word games to develop their speaking and listening skills. They take it in turns to describe an object or animal and other children have to guess what they are describing.

Children develop good social skills. They behave well and are polite. Children recap the club rules, know the boundaries and understand what is expected of them. Children enjoy physical play. They include each other in a variety of team games, such as football, netball and running games. Children gain a clear understanding of the importance of healthy lifestyles. They independently follow good health and hygiene routines. For example, all children thoroughly wash their hands when they arrive at the setting. Children have respect and understanding of other peoples' cultures and beliefs. They learn about festivals celebrated from around the world, such as Diwali and Chinese New Year. Children have good opportunities to be creative. For example, they make paper boats and investigate what happens when they place them in water. Children happily work together as a team to initiate 'boat races'.

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

- Staff establish positive relationships with children. They get to know their individual personalities well. This includes their likes and dislikes. This enables staff to plan activities and provide resources that they know will engage all children in their play opportunities. As a result, this helps children to have a good sense of belonging and promotes their self-esteem and well-being. They enjoy their time at the club and take ownership of their time there. For example, they are independent to choose their own play and request what they would like to do. Children are confident to share their ideas and thoughts about the activities they would like to take part in. These are implemented into the club plans by staff. This helps children feel valued and listened to.
- Staff establish positive relationships with parents and keep them fully informed. For instance, they pass on any information from teachers about children's time at school. Staff share what children have enjoyed at the club when parents collect them at the end of each day. Parents pick up their children from outdoors, due to the changes since the COVID-19 (coronavirus) pandemic. However, this has not had any negative impact on the level of communication that they receive.
- All staff build and maintain positive partnerships with the teachers at the school

that they collect children from. They complement the activities taking place in school and or celebrate the same festivals. This helps staff to provide children with consistent play opportunities.

- The managers and staff effectively evaluate their practice together. For example, they hold discussions at the end of each day to talk about how much the children enjoyed their play experiences. Staff use their findings to support their future plans. The managers highlight that they wish to build on play opportunities outdoors even further, such as providing more planting opportunities. Children's suggestions and opinions are also carefully considered. For instance, children share what they feel the staff do well and what they could do better. Staff take these views on board to ensure that they continue to engage and interest children during their time at the club.
- The managers closely monitor the quality of care and play opportunities staff provide children. For example, they regularly observe staff as they interact and play with children. Managers provide staff with helpful advice to support their future practice. This includes highlighting any potential training they feel would be beneficial. All staff, complete regular training. They are keen to keep up to date with new information and continue to build on their skills and knowledge. For example, they recently learned about how they can use loose parts, like wood, to enhance children's imagination and play opportunities.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure knowledge and understanding of the safeguarding and child protection policies. They know who to contact for advice and how to report any potential concerns they may have about a child's welfare. Staff routinely attend training and discuss safeguarding in regular meetings. This helps ensure that they keep their knowledge up to date. Staff complete detailed risk assessments to help keep children, parents, and staff safe. This includes how to help minimise the risk of COVID-19. Staff ensure that there is a thorough cleaning routine in place. Children take an active role in risk assessments and know how to keep themselves and others safe. For example, they learn about how to remain safe when using the internet.

Setting details

Unique reference number	EY555797
Local authority	Kent
Inspection number	10174721
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 10
Total number of places	24
Number of children on roll	20
Name of registered person	Badgers Bridge LLP
Registered person unique reference number	RP535366
Telephone number	01303 862367
Date of previous inspection	Not applicable

Information about this early years setting

Badgers Bridge registered in 2018. It is an out of school provision located in the grounds of Lyminge C of E Primary school, Folkestone in Kent. The setting is open Monday to Friday from 3pm until 5pm, term time only. The setting employs six members of staff, five of whom hold relevant early years qualification at level 3 and above. This includes one member of staff who holds early years professional status.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the setting has received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and staff and has taken this into account in their evaluation of the setting.
- The inspector carried out a learning walk with both the managers. The inspector assessed the impact of the quality of staff interactions and the play opportunities they provide children.
- The inspector viewed the indoor and outdoor environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- At convenient times during the inspection the inspector spoke to the managers, children, parents and staff and considered their views.
- The inspector carried out a joint observation with one of the managers during snack time.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021