

Inspection of Scotch Orchard Badgers

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

Inspection date: 11 May 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy themselves at the club. They become absorbed at the arts and crafts table as they draw, cut, glue and decorate their own butterflies. Staff encourage children to have a go, particularly when children say that they do not know how to do something. This works well and supports children to develop their resilience. Children stay focused as they attempt to draw around both of their hands. They like sensory activities, such as using play dough. Children poke, stretch and pull the play dough before they use the roller to flatten it out. Staff have clear expectations for children's behaviour. They consistently remind children of the rules of the club. Children behave extremely well.

Staff show high levels of care and attention to every child. Children actively seek out staff when they are in need of support, help or just to talk about what they are doing. This demonstrates the strong bonds between children and staff. Younger children enjoy watching and copying the different movements that older children make on the play mats, such as forward rolls, cartwheels or stretches. They smile and laugh to themselves as they attempt to do the different movements.

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

- Leaders have a clear and ambitious vision for the club. They speak passionately about the children who attend. Leaders are eager to ensure that their club is a safe space for children to socialise and have fun.
- Leaders are highly reflective of practice. They take on board feedback from others, which helps them to continue to make improvements to the club. Staff comment positively about the support that they receive from leaders. They have access to a range of training to help to develop their knowledge and understanding.
- Leaders work well with others. They gather and share information with the school and other professionals, particularly if there is a concern about a child's development. This ensures that children with special educational needs and/or disabilities receive continuity in their care.
- Partnership with parents is strong. Staff find out key information about the children who attend. They also keep parents informed of any important messages from school. Parents speak highly of the club. They explain that their children cannot wait to go back to the club the next day.
- Staff speak clearly to the children. They surround them with language as they play. Staff respond well to children's questions and comments. They give children time and space to think about what they want to say. This approach supports children to become confident communicators.
- Leaders place emphasis on supporting children's personal development. They

are keen for children to develop their independence. Staff provide children with lots of opportunities to think for themselves. Children demonstrate their understanding of the club's routines. They confidently explore all areas of the club.

- Staff effortlessly respond to children's individual needs as they engage with the activities on offer. They immediately recognise and help children when they are in need of support. For example, as children attempt to use scissors, staff offer a step-to-step guide on how they should open and close the scissors to cut out their butterfly.
- Staff provide a wide range of activities and experiences for children to engage with indoors and outdoors. Children are highly motivated to join in, and they remain engaged at activities for considerable periods of time.
- Staff are excellent role models to children. They are polite, considerate and speak very reassuringly to every child. Staff also support children to learn about themselves and others. This works well. Consequently, children are respectful and caring towards one another.
- Hygiene practice is consistent. Staff remind and support the children to wash their hands before meals and after using the toilet. Children also have lots of opportunities for physical exercise indoors and outdoors. Staff provide the children with a range of healthy snacks after school. This holistic approach supports children to start to understand how they can stay clean and live healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The premises are secure and clean throughout. Effective recruitment procedures ensure that staff are suitable to work with children. Staff's knowledge of safeguarding is robust. They recognise a wide range of abuse, including grooming, county lines and the 'Prevent' duty. Staff know the action that they should take to keep children safe from harm. This includes if they have concerns about another member of staff or the welfare of a child. Staff continuously risk assess the environment and activities to ensure that any hazards are identified and removed. They deploy themselves well to ensure that children are effectively supervised.

Setting details

Unique reference number	218357
Local authority	Staffordshire
Inspection number	10263879
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary 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	24
Number of children on roll	57
Name of registered person	Humpty Dumpty Day Nurseries Ltd
Registered person unique reference number	RP910038
Telephone number	01543510740
Date of previous inspection	16 May 2017

Information about this early years setting

Scotch Orchard Badgers registered in 2000 and is run by Humpty Dumpty Nurseries Ltd. The club is situated in Litchfield, Staffordshire. They employ four members of childcare staff. The club is open from Monday to Friday during school term time only. Sessions are from 3.15pm until 6pm.

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- This was the first routine inspection the club received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the club.
- The inspector viewed the club and discussed the safety and suitability of it.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector spoke to parents and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

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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