

# Inspection of St. Peter's Badgers Before And After School Club

St. Peters C E Primary School, King Street, Yoxall, Burton-on-Trent, Staffordshire  
DE13 8NF

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Inspection date:

25 January 2024

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

**This  
inspection**

**Met**

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Previous  
inspection

Good

## What is it like to attend this early years setting?

### This provision meets requirements

Children eagerly arrive at the club and seek out their friends and look at the activities provided for them. Staff collect the youngest children from their classrooms. This ensures their safety. Children know the routines of the club and good hygiene practises are followed. They wash their hands on arrival and sit to eat their snack while staff tell them about the available activities. Staff sit with children and talk about which foods are healthy for them. They talk about the different food groups, such as protein and carbohydrates and how each one affects the body. Staff support children's curiosity for knowledge. Children ask how many countries are in Africa. Staff fetch the electronic tablet, and they research this and talk about the different ones.

There is a wide range of activities on offer and children make independent choices about their play. Children enjoy painting and making their own aliens or rockets as the space theme continues from school into club. Outdoors, children exert their energy. They can access the playground or the school fields. Goals are chalked on the walls and children take penalties with the footballs. Younger children are supported to use the climbing apparatus. Staff help them reach the monkey bars and give them encouragement and praise which helps to build self-esteem. Children work cooperatively together to achieve an end vision. They chalk every paving stone outdoors to recreate the rainbow road from 'Mario Bros'.

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

- The manager and her staff team provide activities centred around the children and their interests. They follow some of the school's curriculum to enhance children's experiences and continue to build on and embed their knowledge.
- Children feel safe. Staff are kind and caring in their approach. Children seek out reassurance from staff who are quick to respond to their needs.
- All staff must attend mandatory training, which includes face to face safeguarding training and gain their paediatric first aid qualification. Regular supervisions provide staff with an opportunity to discuss all aspects of their work and ensures their continued suitability.
- Partnerships with parents are good. Information is shared daily upon collection. Parents say their children enjoy coming to the club and that staff are friendly. Children say they like the club, and staff are nice. They especially like making things and the craft activities that they can do.
- A strong focus is placed on communication and language. Staff skilfully interact alongside children and introduce new words. For example, when mixing paint which accidentally spills, staff say they have mixed rather too enthusiastically. Children copy this word, and the meaning is explained to them.

- On the whole children behave well. Older children are kind to the younger children. They bend down to their level and listen to what they have to say. Children play games which involve turn taking and rules are explained to those who are unsure. However, there are instances of unwanted behaviour. Occasionally some children are not as kind as they should be. Additionally, the noise level in the club can be, on occasion, very loud. The provider is reflecting on new behaviour strategies being used within the school and is looking how these can be extended into the club.
- Children who speak English as an additional language are supported well. Books in their home language are shared and staff and children learn how to say hello and goodbye in their language. This helps them to feel accepted and included.
- Support for children who may have special educational needs and/or disabilities (SEND) is good. The provider ensures they are fully supported, and that practice is inclusive. Children are assigned a key person who is responsible for liaising with parents and school. This helps staff plan activities to support SEND children and enhance their learning while attending the club.
- The club is developing a children's council. The children have wanted to use the school gym equipment. They successfully obtained permission to do this. The provider is looking at how the children's council can be further developed so children have more autonomy and choice over their club.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY341382
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10317468
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Humpty Dumpty Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP910038
<b>Telephone number</b>	01543 416002
<b>Date of previous inspection</b>	24 May 2018

## Information about this early years setting

St. Peter's Badgers Before and After School Club registered in 2006. The club employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 3. The club opens from Monday to Friday, term time only. Sessions are from 7.50am until 8.50am and 3.15pm until 6pm.

## Information about this inspection

### Inspector

Johanna Holt

## 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 their evaluation of the provider.
- The manager and the inspector discussed how they organise the club, including the aims and rationale for the EYFS curriculum.
- Children spoke to the inspector about what they enjoy doing while at the club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the area manager about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- 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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