

The Badger Club

Inspection report for early years provision

Unique reference number

EY222502

Inspection date

14/11/2008

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Badger Club registered in 2002 and is run by a committee made up of staff, parents, carers, and volunteers. The group operates from single storey community premises in Ovingham, Northumberland. The premises have ramped access and children have use of an enclosed outdoor play area as well as two indoor playrooms. Toilet and kitchen facilities are also available.

During school term time the club is open each weekday from 07.30 to 08.40 and from 15.00 to 18.00. It operates each weekday from 08.00 until 18.00 during school holidays. It is registered on the Early Years Register for a maximum of 26 children, at any one time. There are currently four children under five years, on roll. The setting also makes provision for children older than the early years age group, for which it is registered on the compulsory and voluntary parts of the Childcare Register. The club supports children with learning difficulties or disabilities. The provision is mainly used by children from the local primary and middle schools, although during holidays children from other schools may attend.

Six members of staff are employed to work with the children. Of these, four staff hold relevant playwork qualifications. The club maintains strong links with local schools and receives support from the local authority.

Overall effectiveness of the early years provision

Staff demonstrate a strong commitment towards supporting children's welfare, learning, and development by keeping them safe, indoors and out, and by providing a rich learning environment which motivates children to learn. They know the children well and they take good account of their interests and ideas when planning a broad range of activities which enhance children's development across all six areas of learning. All children are equally valued and staff strive to fully include them in the life of the setting, whilst ensuring their individual needs are effectively met. Staff and management monitor and evaluate their service to ensure it continually meets the needs of all children and families who attend.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the arrangements for observations and assessments and for including parents, carers and professionals in the process, to assist in planning enjoyable, challenging learning opportunities which are tailored to meet children's individual learning and development
- further develop risk assessments and make relevant documentation available to verify that all hazards to children are effectively minimised
- update relevant policies, procedures and documentation to reflect current guidance and regulations.

The leadership and management of the early years provision

Children are effectively safeguarded because good recruitment and induction procedures ensure staff are suitably vetted, qualified, and experienced for their roles. Staff and management demonstrate enthusiasm and a firm commitment towards supporting children's welfare, learning, and development well. Formal supervision and appraisals ensure staff have good management support and that their professional training and development needs are fostered. In addition, management are introducing written self-evaluation as a means of identifying key strengths and areas for development within the setting.

Since the last inspection staff have improved food health and hygiene, introduced safe school collection routines, and developed the key worker system to improve outcomes for children. Formal policy and procedure statements are well used to successfully underpin the day care, for example, to induct new staff into their roles and to ensure relevant information is consistently shared with parents and carers. Most daily records and policy statements have been reviewed and updated, although some need to be further developed to reflect current regulatory guidance.

Good working relationships are maintained with parents, carers and the local school. Information about the child's care, learning, and development is regularly discussed with parents and carers but they, and other agencies, are not actively encouraged to contribute information about the child's starting points and to link with observations and assessments. Staff make good use of questionnaires and daily discussion to seek the views of parents, carers, and children. Positive comments have been received from adults and children, which indicates that they are very happy with the quality of care, learning, and play provided.

The quality and standards of the early years provision

Staff are presently developing their knowledge and understanding of the Early Years Foundation Stage welfare, learning, and development requirements. They plan and provide a broad range of interesting play and learning opportunities for children, which help them to progress towards the early learning goals. Activities take good account of children's interests and generally support their developmental stages, although they do not consistently take account of each child's unique learning needs to ensure they complement and extend the service provided by the school. Observation and assessment systems are currently being developed to track children's progress in line with EYFS practice guidance and to share relevant information with their parents and carers.

The setting is well equipped and resources are imaginatively set out to provide a stimulating and purposeful learning environment, which children enjoy exploring. A suitable mix of adult-led and child-initiated play enables children to work individually or to take part in small or large group activities. Staff strive to ensure all children are equally valued and their individual needs are effectively met. As a result, children are happy and settled. They are forming good relationships with staff and peers. Staff's enthusiasm and support motivates the children to learn and enhance

their experiences, yet they allow the children time to initiate and extend their own play, when appropriate to do so. Children communicate well with one another and have the confidence to discuss their thoughts and ideas with staff and adults. They are developing creative and imaginative skills, for example, as they plan, rehearse, and perform 'shows' for staff and peers. They are gaining a sense of belonging as they have good opportunities to share their ideas and be involved in the life of the setting, or as they learn about the local community and the wider world.

Children's welfare is given high priority. Comprehensive risk assessments are completed annually, although they are not available for inspection. However, staff have good procedures for monitoring day-to-day arrangements and ensuring premises are safe, indoors and out. Children are also learning to keep themselves safe. For example, they learn good road safety routines when they walk to and from school with staff and they are developing a good awareness of fire safety as they practise the emergency evacuation drill regularly.

Clear sickness procedures contribute towards protecting children's good health. There are identified exclusion periods for children who are ill or have a contagious disease, which minimises the spread of infection. Children are also learning how to maintain a healthy lifestyle, for example, as they practise good hand-washing routines or as they learn to make healthy choices at snack time. Regular outdoor opportunities also ensure they have regular fresh air and exercise, which also enhances their health and wellbeing. Staff have realistic expectations of children's behaviour. They act as good role models and have created a caring and considerate ethos within the group. As a result, children behave well and demonstrate kindness and concern for one another.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.