

The Badger Club

The Old School, Burnside Close, Ovingham, PRUDHOE, Northumberland, NE42 6BS

Inspection date	15/10/2014
Previous inspection date	14/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy the varied range of activities and experiences on offer to them in the club. This complements their learning in school well and means children make good progress.
- Children show high levels of confidence in talking to adults and making their needs known. They are well behaved as they understand what is expected of them.
- Good priority is given to safeguarding children because all staff are aware of possible signs and symptoms of abuse and have a clear understanding of child protection procedures.
- Good partnerships between staff, parents and school have been established. Information about children is shared daily, which allows staff to pass on relevant information to parents.

It is not yet outstanding because

- The manager does not maximise opportunities to sharply focus staff's professional development through focused observation of their practice.
- Staff have not fully considered how to help children self-regulate their time when using popular resources.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the club in both indoor and outdoor spaces, and discussed these with staff.
- The inspector looked at documentation including children's records and a selection of policies and procedures.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day and from the club's parent questionnaires.
- The inspector checked evidence of suitability and qualification of staff working with children, and the provider's self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Janet Fairhurst

Full report

Information about the setting

The Badger Club was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a committee made up of staff, parents, carers and volunteers. The club operates from single storey community premises in Ovingham, Northumberland. Children have use of an enclosed outdoor play area, as well as a playroom and hall. The club employs five members of staff, of whom, three hold qualifications at level 3 and two are unqualified. Sessions run from 7.30am to 8.40 and from 3pm to 6pm, Monday to Friday, term time only. There are currently 60 children on roll. Of these, eight are in the early years age group.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the professional development of staff, for example, by using observations of staff practice to sharply focus on their training needs in order to enrich children's care and learning
- review and reflect on the use of resources that will help children to self-regulate their time when using popular activities, for example, by providing a clock, sand or egg timer.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children thoroughly enjoy the time they spend in the club. The emphasis is on them having fun and relaxation at the end of a school day. Staff know children well and find out about their interests through discussion and observation. They set out activities they know will appeal to children attending and ensure the environment allows children to develop their creative interest. For example, children draw freely and use creative resources to paint and glue. Children are guided well by staff. This encourages children to express their thoughts and develop their language. For example, as they play children engage in discussions about what they are doing, their school day and plans for the evening. This encourages children to use their language skills and to develop their vocabulary through routine conversations. Children are busy and spend their time building with construction toys, creating something on the craft table, reaching the next level on a computer game or playing board games. They enjoy colouring pictures and express a sense of belonging and pride as they show their creations to staff and visitors. This promotes children's imagination, creativity and free expression in their artwork. It is quite evident from the number of children waiting to use the computer and air hockey table that these are popular activities. Staff encourage children to write their name on the games list, which

they monitor to ensure all children have an opportunity to play. However, staff have not yet considered how to help children self-regulate their own time spent at the activity to further promote children's independence and sense of time.

Children use their imaginations as they dress up and play with small-world figures. Staff display good teaching skills offering well-timed interaction to help further support and extend children's ideas. For example, as children play with small-world figures they ask a member of staff what a particular object is. The member of staff examines the object carefully and states that it is a good question but asks them if they have any ideas what it might be. This response promotes children's critical thinking well and after some deliberation, they agree that it is a tub to put flowers in. This leads on to children collecting the resources they need to enable them to draw and cut out intricate flowers for the tub. Children take an active role in the community allotment. Here they have worked hard to prepare the ground ready to sow the seeds and have harvested their first crop of beans and raspberries. This successfully helps children to understand where food comes from and fosters their interest in how to care for living things. Children's physical development is promoted well as a good range of planned and spontaneous physical activities enables them to explore and extend their capabilities. They enjoy the outdoors and confidently use the selection of toys and natural resources, such as trees to develop their climbing and balancing skills. Staff join in with their spontaneous play and support children when they need it, for example, offering suggestions as to how they can get the ball through the basketball hoop. In the indoor hall, children concentrate hard as they use the pedal racers, and 'whoops' of sheer joy can be heard as they skilfully race around on wheeled toys.

Staff are very aware of each child's individual levels of attainment as they know children well and discuss their abilities with the class teachers. They use this information well to help them plan and complement children's ongoing learning. Staff also work in partnerships with parents. They provide a link between parents and teachers, ensuring that all information is successfully passed on. Staff go down to reception classes to collect children and take the time to speak with teachers to find out how the children have been during the day. They communicate any significant information to parents at collection times to ensure continuity of care.

The contribution of the early years provision to the well-being of children

New children and their parents are given opportunities to visit to help them become familiar with the staff and the surroundings of the club. As a result, children are very happy, relaxed and comfortable in the club. They show that they have made good friendships with their peers, chatting away happily, as they engage in cooperative play. Children also have warm relationships with staff, who show them genuine warmth and respect. Staff gather key information from parents to ensure that children's individual requirements are known and understood. For example, health requirements and food allergies are fully discussed to ensure that children receive appropriate care and their dietary needs are met. Staff collect children from one school so the club staff are well

known by children and the teaching staff. This makes it easy for children to make a smooth move from their classroom to the club and helps to ensure they are emotionally secure.

Staff meet individual needs well with regard to behaviour management, offering a clear and consistent approach, which takes into account children's maturity and level of understanding. Staff are good role models to children as they are polite and calm, and provide sensitive reminders, positive encouragement and praise. As a result, all children are very polite and manage their own behaviour well. Children respond well and as a result, show a growing awareness of what is right and wrong. This has a positive impact on their confidence and self-esteem. Children are equally confident in expressing their needs and own play ideas, asking for specific games or toys. This shows children's increasing independence in making decisions about their own play and learning.

Children effectively learn the importance of good personal hygiene through daily routines, for example, they wash their hands independently before snacks, after using the toilet and after outside play. The very good levels of staff support help children gain a good understanding of staying healthy through themes and activities. Children enjoy opportunities for fresh air and exercise as they access the outdoor area and make good use of the indoor hall. They also have healthy snacks and are free to access their drinks during the session. This successfully promotes children's health and well-being. Children are safe because there are good security arrangements in place and staff supervise them well. Staff know in advance, which children should be attending the club and act quickly if they do not turn up as expected. Children learn how to keep themselves safe by following clear rules. They know that they must tell staff if they are going to use the toilets, so that staff are aware of their whereabouts. Furthermore, they know that they must make sure no one is in the way when they ride the wheeled toys to prevent accidental injury. The fire drill is also practised to develop children's understanding of how to respond safely in an emergency.

The effectiveness of the leadership and management of the early years provision

The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the manager and the staff team. All staff demonstrate a good understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. They receive regular training on safeguarding and are aware of their responsibility to report any concerns. Recruitment and vetting procedures are effective and, therefore, ensure that the adults working with children are suitable to do so. All staff have a current Disclosure and Barring Service check in place. Induction procedures ensure new staff develop a secure knowledge of their roles and responsibility within the club, and that they become fully aware of health and safety requirements and all policies and procedures. Detailed written risk assessments identify potential risks to children and the steps taken to minimise them. This means that children play in an environment that is safe and secure.

The manager works directly with children and this enables her to address any practice issues with staff promptly. Staff's professional development is given a high priority. Although, observations of staff practice are not always used to sharply focus on their training needs in order to enrich children's care and learning. Children benefit greatly from the very good partnership staff have with their parents. Parents receive an informative welcome booklet about the club, which details what it has to offer in terms of care, policies, procedures, activities and experiences. Similarly, the informative noticeboards, as well as the regular newsletters, help parents to keep up to date with events at the club. As parents collect their children staff make sure that they pass on any relevant messages from school and ensure that they share with them information about their child's progress and development. This enhances good relationships and supports children's welfare, safety and learning. Parents spoken to are positive and supportive of the club and what it offers their children. Effective collaboration with the host school have been successfully developed to promote children's well-being and continuity of learning.

The club has a good awareness of its strengths and areas for development. Ongoing evaluation of the provision, which includes input from staff and parents, helps the club to identify what it does well and what it needs to improve. Recommendations from the previous inspection have been successfully addressed. Parent's views are valued for example, the most recent survey highlighted that some parents were unhappy about the prospect of the cancellation period being increased. Responding to this, the club's committee reviewed their decision and decided that the changes would not be implemented. This demonstrates that the committee and staff actively listen and act upon what parents have to say.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY222502
Local authority	Northumberland
Inspection number	869829
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	60
Name of provider	The Badger Club
Date of previous inspection	14/11/2008
Telephone number	01661 833327

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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