

Inspection of Barton Badgers

Thomas Russell Infants School, Station Road, Barton-under-Needwood, Burton-on-Trent, Staffordshire DE13 8DS

Inspection date: 19 June 2025

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

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Staff warmly greet children and show genuine interest in their school day. For example, they notice when children have lost a tooth and listen carefully to how it happened. They communicate clearly with children and ask thoughtful questions that encourage them to share their ideas and feelings. This helps to build strong, positive relationships between children and staff.

Staff give children a brief overview of the activities available to them that day. This helps children to feel happy and ready to engage. When children feel upset, staff offer comfort and reassurance, supporting their emotional well-being. Staff recognise thoughtful behaviours, such as when children hold the door open for their peers, and use these moments to reinforce the value of kindness.

Staff take clear steps to protect children's health and well-being during hot weather. For example, they monitor ultraviolet levels and encourage children to stay in shaded areas during peak sun hours. To promote independence, staff support children in applying their own sunscreen. They ensure children wear hats and stay hydrated by providing drinks outdoors. As part of a creative activity, children make paper fans to help keep themselves cool.

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

- Staff tailor activities to children's interests. This helps to maintain their engagement. For example, children enjoy planting seeds and making marks in the soil with sticks. They take turns guessing what each other's drawings represent, showing creativity and social interaction. Staff support children as they navigate the trim trail and join them in games, such as chess.
- Staff promote a culture of diversity and inclusion. For example, they reflect on training that has helped them to better support children with special educational needs and/or disabilities. They explore festivals important to both children and staff and, during activities, they encourage turn-taking and shared participation. This ensures everyone feels valued.
- Staff maintain effective communication with each other throughout the session. For instance, they share plans for activities, pass on feedback from parents and carers and discuss the individual needs of children attending. They use walkie-talkies to maintain constant communication when supervising children on the school field.
- Staff generally supervise well and engage positively with children. However, distractions, such as parents arriving at collection time, can sometimes reduce the quality of interactions in certain areas, meaning children do not always receive the support and guidance needed to promote positive play.

- Clear plans are in place to support staff development. For example, leaders are present on site each day to oversee and guide staff, offering support to help strengthen their practice. In addition to mandatory training, staff have access to an online training platform to further develop their skills.
- The club offers a variety of fruits and vegetables to encourage healthy eating, which children can access independently. However, some children bring sweet treats from home, such as chocolates, biscuits and sweets, which conflicts with the club's focus on healthy eating. As a result, children do not always receive consistent messages about making healthy food choices.
- Staff establish strong relationships with parents by regularly checking in on their well-being and how their day has been. They engage children in conversations about activities they enjoy outside the club. This shows how well staff know children and their families.
- Staff keep parents informed about the activities their children participate in and share photos using an app. Parents appreciate this clear communication and feel confident that their children are happy, safe and well cared for. One parent shared a memorable moment of their child listening to music and playing chess, describing it as an experience they will never forget.
- Staff maintain two-way communication with the host school, sharing information about children to promote continuity of care. They review school newsletters to stay informed about topics and events children are learning about, incorporating these into club activities.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY267004
Local authority	Staffordshire
Inspection number	10406520
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 8
Total number of places	48
Number of children on roll	110
Name of registered person	Humpty Dumpty Day Nurseries Ltd
Registered person unique reference number	RP910038
Telephone number	01543 416002
Date of previous inspection	7 February 2020

Information about this early years setting

Barton Badgers, registered in 2003, is located in Barton-under-Needwood, Staffordshire. It operates Monday to Friday during school terms only, with sessions from 7.50am to 9am and 3pm to 6pm. The club has nine staff members, including one qualified teacher, a manager with a relevant level 4 qualification, two staff with level 3, and one with level 2.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- The inspector spoke to the manager about the leadership and management of the club and viewed relevant documentation.
- The manager and inspector carried out a joint observation to evaluate the effectiveness of the interactions with children.
- The inspector spoke to parents and children and took account of their views.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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