



Inspection Report

Badgers Jet Sett

**Airbus UK
Chester Road
Broughton
CH4 0DR**



Date Inspection Completed

12/04/2022

Welsh Government © Crown copyright 2022.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Badgers Jet Sett

Type of care provided	Children's Day Care Out of School Care
Registered Person	Anne Stone Patricia Mitchell
Registered places	25
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 30/8/2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

<u>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

For further information on ratings, please see the end of this report

Summary

Children are highly active and curious learners and enjoy making choices about what they want to play with. Interactions between children and those caring for them are exceptionally good. Children are highly interested and keenly engaged in their activities. Children's opinions and interests are extremely valued and acted on. They have high levels of confidence and learn through a range of interesting experiences.

Staff focus exceptionally well on the interests of the child, their individual needs and development. They are completely led by children's choices and decisions. They nurture the children's play highly effectively. Staff interact highly positively demonstrating warmth and kindness. They are highly skilled and sensitive communicators bringing naturally into the play discussions about life.

Attractively organised areas are set out and children move freely extending their play, explore and make their own choices about what they want to do. The environment is light, bright and well maintained throughout. Staff ensure outdoors, on the field is equipped with appropriate resources for children to enjoy outdoor play. There are good opportunities to visit parks which provide good opportunities for play and developing skills on different pieces of equipment.

People who run Badgers have established a team of staff who work together superbly well and support each other in providing highly effective play and care for the children. They have built positive partnerships with parents and close working relationships with Airbus are being further developed which helps to support Badgers and also benefit the children and their families.

Well-being**Excellent**

Children are highly active and curious learners and enjoy making choices. Children speak and express themselves well as their wants, moods and needs are considered. They come and tell us their names and what they like doing and how much they enjoy coming. They communicate with high levels of confidence about which activities they want to play with. For instance, some children wanted to play with construction and playdough while others were happy and relaxed just talking to staff. Children say, 'This is fun' and we all agree. They make requests and write down what they want to do in a suggestion box. For example, the children asked to do planting, so staff got sunflower seeds for them to grow.

Children are familiar with the daily routine, and this gives them a sense of security. For example, a child reminded staff it was time to go outside. They approach staff with ease for a cuddle or reassurance or to proudly show what they have made. Children interact positively and practice using good manners. They help one another to tidy up their toys and equipment carefully. Children co-operate and listen to instructions well. They are forming friendships which is very special because nearly all the children have only just met.

Children are busy and enjoy choosing what they want to play with. They are highly confident trying new things. They like playing, making easter eggs with glitter. For instance, a child shows us how they have made their egg and proudly identify which is theirs on the windowsill. They concentrate well making do not disturb signs for their bedroom doors developing these into glittery snakes. They look at ways to problem solve such as how to get a sticky man off the high ceiling.

Children are developing their learning highly effectively and enjoy using their senses. Children like planting and putting their hands into the soil to mix it with water. They have fun working together well filling and pouring the water into the soil and laugh and joke as the water splashes them. They concentrate exceptionally well and develop their own ideas making signs for their rooms and glittery snakes.

Children are developing their independence positively. They do things for themselves with highly positive encouragement from staff. They go to the bathroom and are keen to wash their hands after a messy activity and before eating. Children follow their own interests, for instance, a child enjoys quietly looking at books and chatting to staff. Many take great interest and show excitement when a parent arrives with a small baby who joins them in their play. They are sensitive and caring with the child and delight bringing play items to the baby they think will interest him.

Staff understand their role and responsibilities to keep children safe and healthy well. They have a good understanding of safeguarding procedures and implement the policies effectively. First aid and safeguarding training is current and staff complete accident and incident records accurately and keep parents informed. Staff promote healthy practices and ensure children have plenty of opportunities to play outdoors. Staff conduct fire drills to make sure children and staff know what to do if they must leave the premises in the event of an emergency.

Staff focus exceptionally well on the interests of the child, their individual needs and development. For instance, staff provided a child with an opportunity to look at books when they did not want to join their friends in a game. Staff are completely led by children's choices and decisions. They nurture the children's play highly effectively. Although they have an idea of what the children are going to do such as decorating eggs, they simply suggest and facilitate and provide unlimited resources and leave it to the children to decide what to create and how to do it. This approach works highly effectively as the possibilities and learning opportunities are endless for the children. Staff interact highly positively demonstrating warmth and kindness. They sit or lie on the floor to be always at the children's level. They are highly skilled and sensitive communicators bringing naturally into the play discussions about differences in life and how being 'Different is OK. It's good to be different'. They ask thought provoking questions which promote discussion, and they are sensitive and nurture the children's feelings as an integral part of their play. They explain superbly well how things happen in life. Staff make children feel safe, so they can speak openly about themselves, and staff reassure saying 'I know, that happens to everyone sometime'. They are consistently responsive to children; they are full of fun asking, 'Why I am I covered in soil and glitter?' and as a result staff enjoy an outstanding relationship with children in their care.

Staff know the children well and ask about homes and families. They show great interest in the children's horses and ask what is grown on their farm. Staff encourage children to learn and invite children to ask and answer lots of questions to develop their curiosity and thinking skills highly effectively. Staff ensure learning opportunities are not missed such as when the famous Airbus Beluga plane takes off carrying aircraft parts. They listen well and when children do not want to take seeds home then this is respected. Staff gently intervene to help a child to hold their egg steady as they applied glue. They suggest alternatives and help children to think creatively. Staff join in games such as hide and seek amid much excitement and laughter. Staff frequently praise children for doing well, being kind and thoughtful which made the children feel happy.

Environment**Good**

Staff provide a safe and clean environment where children can play and learn positively. The setting must pack away all their resources after every session and make it available again before children arrive. Risk assessments are completed and the people running the setting make sure everyone understands their responsibilities in relation to the safety and welfare of children. Staff supervise children well during their activities and cleaning routines and hygiene practices ensure children are kept safe.

A large hall divided in two provides an ample space for the children to play indoors and develop their independence. Attractively organised areas are set out and children move freely extending their play, explore and make their own choices about what they want to play with. There are suitable facilities including toilets and a store cupboard. The environment is light, bright and well maintained throughout. Storage is good with low level shelving to allow children to be independent and develop their own play. Furniture of different sizes enables children to work at different levels.

Staff provide children with a suitable quantity of interesting and well-maintained resources. Areas of play and learning promote children's imagination. There are a range of natural resources available that enhance children's curiosity and play experiences. Staff ensure outdoors, on the field is equipped with appropriate resources for children to enjoy outdoor play, for example sports day. There are good opportunities to visit parks which provide good opportunities for play and developing skills on different pieces of equipment. Staff raise children's awareness about the world around them by local visits and learn about their wider society through resources and discussing differences. There are good opportunities for children to practice using their senses through outdoors, planting, and craft activities.

Leadership and Management**Good**

The people running the setting have written a statement of purpose, which provides parents with the required information about what the setting offers. Policies and procedures are in place and are regularly reviewed.

There is an effective system to evaluate the setting and care provided. People who run the setting collect views and feedback as part of the evaluation of the setting. They review and make plans for changes and improvements that will benefit the children. For example, they are keen to provide an additional area outside the hall so children will have a choice of whether to play indoors or outside.

People who run Badgers have established a team of staff who work together superbly well and support each other in providing highly effective play and care for the children. Staff are very happy and feel they are exceptionally well supported. Staff supervisions and appraisals allow them to share information and identify potential training. The recruitment procedure ensures all required information is available to evidence the suitability of staff to care for children.

People who run the setting have good partnerships with parents. They keep them informed of their child's day and what they have enjoyed. Close working relationships with Airbus are being further developed which helps to support Badgers and which benefits the children and their families. Local amenities such as a variety of parks provide effective opportunities for children to play on a range of different equipment and learning about the world around them.

Recommendations to meet with the National Minimum Standards

None

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Date Published 03/07/2022