

Hindsford Wrap Around Care

Inspection report for early years provision

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Inspection date	25/11/2010
Inspector	Sheila O'Keeffe

Setting address	Hindsford Wrap Around Care, Hindsford Primary School, Lodge Road, Atherton, Lancashire, M46 9BL
Telephone number	07546066695
Email	
Type of setting	Childcare on non-domestic premises

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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 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.

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Description of the setting

Hindsford Wrap Around Care is run by a voluntary committee. It was registered in 1999 and is located in Hindsford C of E Primary School in Atherton, Lancashire. Children attend from the host school and a neighbouring school. The children have access to the school hall, a small kitchen, and the Reception and Year 1 classrooms. There is a secure playground for children's outdoor play. A maximum of 26 children aged under eight years may attend at any one time. The setting currently takes children from four years of age and also offers care to children aged eight to eleven years of age. There are currently 46 children on roll, of whom 27 are aged eight and under. Of these, five are within the early years age group. The club is open each weekday from 7.45am to 9am and 3pm to 6pm, term time only. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are seven members of staff, including the manager, who work with the children. Of these, six hold level 3 early years qualifications. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely well settled, happy and comfortable with their routines. They feel included and enjoy a wide range of stimulating and interesting activities, which help them to learn and develop through play. The manager and staff are continually seeking ways to improve the provision and outcomes for children, demonstrating good capacity for continuous improvement. The staff have a good partnership with the school and with parents to ensure they cater for the individual needs of children. This enables children to make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and areas for development, using a collaborative approach that includes all staff.

The effectiveness of leadership and management of the early years provision

Good safeguarding documentation and recruitment procedures are in place to ensure children are safe. Staff are vigilant, and good arrangements are followed for registration on arrival and safe collection. The suitability of adults working with the children is checked, and staff have appropriate qualifications and up-to-date training. They are secure in their knowledge of safeguarding procedures, which

enables them to deal well with any concerns that may arise about children's welfare. Access to the building is secure, and staff check the identity of visitors. Good partnerships are in place with the school. This results in shared information that benefits children's development and ensures their needs are well met, including children with special educational needs and/or disabilities. Risk assessments and premises checks, inside and out, ensure that the environment is clean and safe. Good hygiene procedures are in place. The clear routines, organisation and attention to children's individual needs ensure that they are all included and enjoy equal opportunities.

Engagement with parents and carers is good and comments from parents demonstrate how pleased they are with their children's time in the club. Information is exchanged on a daily basis through regular conversations so that parents are fully informed about their children's welfare. Staff have a good knowledge of the Early Years Foundation Stage and have a clear vision for making improvements to the setting. For instance, they recognise the need for support from the school and an external organisation to advise them on improving their planning for children's individual needs. Staff are enthusiastic and work well as a team to support and promote children's learning and development. While self-evaluation is good, it does not yet routinely include all staff in identifying areas for development in order to improve the current successful practice even further. Recommendations from the previous inspection have all been addressed, promoting improved outcomes for children, particularly in their understanding of hygiene and healthy eating. There is improved access to different resources which are effectively used, increasing the children's learning and development opportunities. The setting has access to a secure outside play area that is well equipped and provides good opportunities for physical development.

The quality and standards of the early years provision and outcomes for children

Children are very well cared for and make good progress in their learning and development. Staff respond well to the needs and interests of the children. They encourage participation and language development through their support and by asking open-ended questions while children play. Children enthusiastically design paper dinosaurs and take turns in front of the whiteboard screen to make shadow puppets against a dinosaur background. Observations and shared information with the host and partner schools ensure continuity and complementary activities to meet children's individual needs.

The club strongly emphasises social and creative skills, and children have a good awareness of healthy lifestyles. This includes selecting and discussing ingredients for smoothie making and fun exercise games outdoors as well as with physically-interactive computer games. Children have a good awareness and understanding of personal hygiene and routinely wash their hands before eating. They try different snacks, such as melon, cucumber and tangerines. They can rest and relax in the cushion area and explore a good range of books. The spaces are well planned with easy access to resources. The children freely access activities of their choice and move around confidently and carefully. A group of children chose to

explore a maths game on the interactive whiteboard, which supported their number work, while others creatively built a range of objects with construction equipment. Children demonstrate excellent levels of co-operation and very good behaviour which enable them to thoroughly enjoy themselves. They gain very strong early awareness of Britain's multicultural society and an appreciation of difference through exploring positive images that reflect different cultures and disabilities.

Children are developing a good sense of how to be safe through their discussions with staff and show this in how they interact with one another. Staff supervise the children well and encourage participation. They follow the children's interests, encourage new experiences and stimulate their thinking by playing with them and guiding them. Children enjoy the activities on offer and delight in spending quality time with their friends. They are extending their learning and development in a welcoming, fun and caring environment.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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