

Farlington Wrap Around Service Ltd.

Inspection report for early years provision

Unique reference number EY313689
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Inspector Fiona Robinson

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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

Farlington Wrap Around Service opened in 2004 and operates from the main hall, music room, library and classroom at Solent Infants School, in the Farlington area of Portsmouth. There is ramped disability access to the setting. All children share access to a secure, enclosed outdoor play area. The group serves children from Solent Infant School and Junior School. Children attend for a variety of sessions, including holiday times. The group welcomes children with special educational needs and/or disabilities, and those who speak English as an additional language. A maximum of 40 children aged from four to under eight years may attend at any one time. Older children up to 11 years of age also attend the morning session before school. The setting is available each weekday from 7.30am until 9.00am and from 3.15pm until 6.00pm during school term time. There are currently 50 children on roll, of whom 10 are under five years of age. The group employs five members of staff, four of whom, including the manager, hold appropriate early years qualifications. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Farlington Wrap Around Service is good. Children are keen to come to the setting and behave very well. The club provides a warm and welcoming environment and children are included in a range of interesting indoor and outdoor activities. They benefit from the excellent partnerships between staff, parents and carers, and the host school. The manager and staff clearly identify where their strengths and areas for improvement lie, such as involving children in recording their own activities. They demonstrate a good commitment to continued improvement.

What steps need to be taken to improve provision further?

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

- extend the use of technology for children to record their own experiences
- develop the use of technology in activities.

The effectiveness of leadership and management of the early years provision

Safeguarding is good because staff demonstrate a good awareness of health and safety and child protection issues. Comprehensive policies and procedures are in place. Risk assessments are carried out regularly to ensure the indoor and outdoor environments are kept safe. There are rigorous systems in place for staff recruitment and vetting to check the suitability of adults working with the children.

Staff are vigilant in supervising children to ensure they remain safe in their activities. Fire evacuation procedures are practised regularly, so that staff and children are familiar with the routines. Partnerships with parents and carers are outstanding. They are warmly welcomed into the club every day and are kept well-informed of their children's achievements and progress. Feedback from parents and carers is very positive and they say their children enjoy coming to the club because they have lots of fun. They receive regularly information through newsletters, discussions and the informative parents' and carers' notice board. Key staff carefully record the individual learning journeys for the youngest children and share this information with parents and carers. They are kept well-informed of special events, such as the visit to the leisure centre and holiday activities. Links with the host school are excellent and the setting benefits from the use of the hall and the outdoor facilities. Staff ensure that children transfer smoothly to and from school and termly meetings are held with the Early Years Foundation Stage staff to share information. The setting is well-led and managed. Staff work well together as a team and meet regularly to discuss planning and activities. Good self-evaluation systems are in place. The views of parents and carers, and children are taken into consideration when identifying priorities for planning and areas for improvement. Good progress has been made in addressing the recommendations of the previous inspection. In particular, policies are regularly updated and record keeping is meticulous. Staff ensure that children are included in activities and actively promote equality and diversity. Effective use is made of a good range of tidily stored resources to support the needs of the children. Staff have a clear understanding of areas of development, such as encouraging children to use the digital camera and computer to record their experiences, and to extend the use of technology in activities. They have an excellent relationship with the children and sensitive support is shown to those with special educational needs and/or disabilities. Staff appraisals are carried out annually and all staff access relevant training to enhance their practice and build on their existing qualifications.

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

There is well-organised indoor and outdoor play and all children are keen to participate in activities. Staff value their ideas and include these in the planning. Children benefit from being cared for in a bright, inclusive environment and achieve well. Key staff regularly monitor children's achievements and carefully record the progress of the youngest children in their individual learning journeys. Children are well-supported in their play and enjoy learning through topics, such as winter and festivals, including Christmas and the Chinese New Year. They achieve well across all areas of learning. Staff have a consistent approach to managing children's behaviour. They are excellent role models and ensure that all children are familiar with the rules of the club. Children behave very well and play cooperatively together. They involve and include others in their role play and team games. They are confident and display good self-esteem. They are purposefully involved in activities of their choice, such as playing with the model castle and pirate ship. Children develop a good understanding of keeping healthy and safe. They are encouraged to make healthy choices at snack time and eat a range of fruit and vegetables, such as bananas, carrots and apples. They learn to use

equipment safely as they make fruit kebabs and muffin pizzas, and independent skills are developed well. They enjoy eating malt loaf and drinking hot chocolate, milk and water. They benefit from daily opportunities to engage in physical activities in the outdoor area and adventure trail. Their coordination skills are developed well as they play ball games, skip and play skittles. They enjoy riding on their scooters and exercising on their peddle steppers. The children benefit from talks on safety and develop a good understanding of how to keep themselves safe in an emergency situation. Children enjoy a range of interesting activities and free play and achieve well. They are keen to attend the club as they have a lot of fun. They enjoy playing problem-solving games and building dens to play in. They develop their imaginations well and dress up in colourful costumes during role play. Their creative skills are developed well through designing colourful collages of autumn and glittering 'Bonfire Night' pictures. They cooperate very well as they role play in the imaginary car wash area. They enjoy playing table top games with their friends. They are keen to search for bugs and insects in the outdoor environment and gain a good awareness of environmental issues. They cooperate well when they pretend they are pirates searching for treasure. Currently, staff are developing the use of technology in activities and are beginning to involve the children in the self-evaluation of their achievements through the use of the digital camera and computer. Children are keen to learn about other countries and festivals and experience food tasting. Recently, they enjoyed making spider cakes and masks for a Halloween celebration. Overall, staff prepare children well for life outside the school day and future learning experiences.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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

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