

Farlington Wrap Around Service Ltd.

Inspection report for early years provision

Unique reference number EY313675
Inspection date 26/01/2011
Inspector Michele Beasley

Setting address Court Lane Junior & Infant School, Hilary Avenue,
Portsmouth, Hampshire, PO6 2PP

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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 Wraparound Service was registered in 2005. It is a privately-owned company operating from a large school hall or classroom, library and music room within Court Lane Infants School in Cosham. The provision is open term time only, five days a week except bank holidays. Sessions are from 7.30am to 8.40am and from 3.20pm to 6pm. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend at any one time in the early years age range. There are currently 50 children on roll, of which 16 are in the 3 years to end of EYFS age range. A small number of children are cared for by the same provider at Court Lane Junior School on the adjacent site.

The provision takes children from Court Lane Infant and Junior Schools. They support children with learning difficulties and disabilities and children who speak English as an additional language. All five staff employed are appropriately qualified. The setting employs a qualified leader to be responsible for the day-to-day running of the setting. The provision receives support from the Early Years Partnership

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Overall the quality of the provision is inadequate. Specific legal welfare requirements of the Early Years Foundation Stage framework (EYFS) are not fully met and areas previously identified through inspection for improvement have not been acted upon. This is impacting on the welfare and safety of children. Children enjoy their time at the setting and make their own progress in their learning. However, the provision's practice is not fully inclusive. Some individuals are not supported and integrated, as a result they occupy themselves for periods of time without acknowledgement. This has a serious impact on their welfare and progress.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- keep a record of accidents and first aid treatments (Safeguarding and promoting children's welfare) 28/02/2011
- manage behaviour effectively and in a manner 28/02/2011

- appropriate to the stage of development for individual children (Safeguarding and promoting children's welfare)
- ensure an effective behaviour management policy is in place which is adhered to by all members of staff (Safeguarding and promoting children's welfare) 28/02/2011
 - plan and organise effective systems to ensure that the individual needs of all children are met (Organisation) 28/02/2011
 - promote equality of opportunity and anti-discriminatory practice ensuring that every child is included (Organisation) 28/02/2011
 - ensure that there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play (Organisation) 28/02/2011
 - use sensitive observational assessment in order to plan to meet young children's individual needs (Organisation) 28/02/2011
 - deploy staff effectively in order to meet the requirements for adult to child. ratios at all times (Suitable people) 28/02/2011

To improve the early years provision the registered person should:

- plan and organise the observation system in place to clearly identify the next steps in children's learning and development, including evaluation for success or improvement on activities
- develop staff awareness so all have a clear understanding of their roles and responsibilities
- develop staff knowledge so that all staff are aware of the need to maintain privacy and confidentiality at all times.

The effectiveness of leadership and management of the early years provision

The club have policies and procedures in place, however the majority are not implemented in practice. For example there are inconsistencies with behaviour management as staff are unaware of the policy. Children are told what to do instead of being asked and children are not referred to by their name or with positive praise. This has a detrimental impact on children's morale and self-esteem. Written risk assessments are carried out in the club. However, staff have to be reminded to record accidents and the supervisor of the club is not informed when an accident happens. Therefore, children's welfare is not safeguarded. The staff team all have an understanding of child protection procedures and their responsibilities. They know how to record signs and symptoms and when to make referrals if necessary.

Staff talk with parents verbally at the end of each day. However, confidential information is overheard by parents as staff are not discreet in sharing information about other children. The setting has completed a self-evaluation form and there

are thoughts and suggestions for improvement. However, what is happening in practice in the provision is not the same as identified in written format. The provision has made no improvements from the recommendations set at the last inspection. The management therefore, do not have a realistic view of the provision's key weaknesses and, as a result, are in breach of a number of welfare requirements. These breaches compromise children's safety, well-being and the opportunities they have to be provided with a challenging learning and development experience that meets their individual needs. Staff are unaware of their responsibilities for planning activities and supporting children. Consequently, children are unsure of the purpose of many activities.

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

The learning and development requirements are not met. There are systems to observe children within the early years age range. However, the setting does not plan effectively around children's individual interests and capabilities are not fully identified. Some entries in children's learning journeys are written as negative comments and do not provide a positive picture of children's ongoing development. This does not ensure consistency is fully achieved for the children.

Children arrive happily to the after school club and children of different ages play well together. All children attend from the same school. However, as a result of poor staff deployment, children lack stimulation as staff busy themselves with domestic chores rather than interact fully with the children. Consequently, children are not fully developing the skills they need for future learning. Children's behaviour is good, however staff direct children giving no praise and positive reinforcement. They are not given clear boundaries and there are inconsistencies with behaviour management as children are sharply told what to do and given no explanation as to what they have meant to have done. Children are left to their own devices to occupy themselves and staff show little or no acknowledgement towards them. Staff do not enter into any meaningful conversations with any of the children. The lack of purposeful play both indoors and outdoors impacts negatively on children's enjoyment of play. Therefore, children's individual needs are not met.

Children line up before snack and tea to use antibacterial hand gel. However, children are not acknowledged by name. Some younger children ask what is being put on their hands, but no explanation is given from a member of staff. Children therefore, do not learn about keeping themselves free from germs and healthy lifestyles. Children independently choose from the activities and resources on offer. The staff team state that the resources are regularly rotated to ensure children have different and exciting activities to explore and play with. An activity about Chinese New Year was not fully prepared on inspection day. Activities children engage in do not securely support them to make continuous progress towards the early learning goals of the EYFS in all areas of their learning.

Children are encouraged to have respect for the resources and assist the staff

when it is time to pack the toys away. However, staff do not acknowledge that children have spent long periods of time making models before asking the children to break them up and pack them away. Staff then ask children to get another box of resources out to play with because they tidied up too early. Children have snack and tea portioned out for them and some children sit quietly for long periods of time waiting for extra helpings as told to, but are then not acknowledged. Children who are still eating are told to clear their plate in the bin as staff clear up. Parents collect their children and are given misleading information regarding the amount of food their child has eaten. Children have some opportunities to develop their physical skills as they use the school grounds for outdoor play on a daily basis, they play tag with a member of staff and play on the wooden structures.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) compulsory part of the Childcare Register 28/02/2011
- take action as specified in the early years section of the report (behaviour management) compulsory part of the Childcare Register 28/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- also applies to the voluntary part of the Childcare Register 28/02/2011
- also applies to the voluntary part of the Childcare Register 28/02/2011