

Farlington Wrap Around Service Ltd.

Inspection report for early years provision

Unique reference number	EY313675
Inspection date	18/01/2012
Inspector	Christine Clint
Setting address	Court Lane Junior School, Hilary Avenue, PORTSMOUTH, PO6 2PP
Telephone number	07986285282
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Type of setting	Childcare - Non-Domestic

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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 registered in 2005. It is a privately owned company operating from school premises in Court Lane Junior School in Cosham, Hampshire. 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 on the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children in the early years age group and over the age of three years may attend at any one time. There are currently 80 children on roll, of these, 15 children are in the early years age range.

The provision cares for children from Court Lane Infant and Junior Schools. Staff support children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting employs a qualified leader to be responsible for the day-to-day running of the setting. There are eight staff in total and seven are qualified in playwork, one staff member is continuing to train. The provision receives support from the local early years network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The breakfast and after school club has made strong progress since the last inspection. All required improvements have been included to raise the quality of the provision and further advances show how ambition is now embedded. The providers and staff have introduced effective systems of evaluation to enhance specific areas of children's care and education. There are high levels of organisation for most procedures and a competent focus on meeting the regulations. Children's safety and well-being is clearly prioritised at all times and children make good progress in their development overall. There are positive and well established relationships with parents and other carers to promote children's ongoing welfare.

What steps need to be taken to improve provision further?

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

- improve the provision of experiences and support to help children develop a positive sense of themselves, for example, taking responsibility for hand washing and learning to socialise at snack time.

The effectiveness of leadership and management of the early years provision

The wrap around provision demonstrates a high level of commitment to safeguarding children and ensuring their welfare. There are clear records to show that all staff regularly attend training in child protection and they understand the procedures for referring any concerns. Staff clearance is robust and annual appraisal systems and termly reviews take place. Detailed training records show that all staff update their first aid certificates and attend food hygiene training. There are substantial risk assessments in place and this includes highly organised procedures for collecting children from the nearby school. Staff show diligence and awareness in their careful liaison with the school and during the short walk. All accident records are compiled each term to reflect any possible hazards or to identify areas of risk. Staff show knowledge of children with medical needs, allergies or dietary needs and details are fully recorded. Fire drills are regularly practiced with the children and the emergency procedure is displayed. There is a strong emphasis on monitoring children during indoor and outdoor play; staff continually maintain contact with each other by using 'walkie talkie' radios and this effectively ensures their security.

Children have a good range of planned activities during the session and ample opportunity for outdoor physical play. They move freely most of the time and make independent choices, although snack time involves some queuing for hand washing and less opportunity for socialising in small groups. Staff encourage children to learn about equality and diversity, they often use explanation to ensure that children understand about each other's differences. There are posters displayed and resources which reflect diversity; the provision often celebrates festivals from other cultures.

The provider and staff show a consistent effort to driving improvement. They have effectively completed all the requirements raised at the last inspection. Staff are well deployed throughout the session and they follow planned rotas. They have attended training to increase their understanding of children's development, to enable them to manage behaviour and meet children's individual needs. Parental questionnaires have encouraged parents to raise issues and this has led to changes. For example, all staff now wear name badges and the routines for serving breakfast have been reviewed. Staff show enthusiasm and interact positively with children at all times. They show strong team work and meet regularly to evaluate the provision and share ideas. The parental questionnaires have also influenced the updated self-evaluation.

Parents are very happy with the provision, they readily admit that their children are keen to attend and this helps them complete their working day. Parents can view the policies and procedures on the club website and they have regular newsletters to keep them informed. Parents have been updated about all the issues raised in the questionnaires and this has increased their trust and relationship with the provision. The links with the on-site school shows a strong commitment to sharing responsibility at collection time. The school also shares clear individual information about children's learning levels and staff use this to

plan and provide opportunities for children's progress. There are comprehensive records to show how the club has linked with the early years network, they have developed and reviewed action plans since the last inspection.

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

Children are happy and settled attending the after school care provision because this is well organised and planned. Staff show high levels of preparation and know the daily routines well, they are prompt and efficient and they liaise with school staff responsibly. Children understand the collection routines and follow staff instructions, they all wear hi-visibility jackets as they walk from school. They promptly stop on corners for staff to count them. Children talk to staff about their day, they are lively and excitable and they show interest in having more choice and freedom after the school day.

Children say they trust the adults around them and they feel safe in the setting. They understand the rules and respond to staff well, managing their own belongings on arrival and sitting to take the register. Children take part in the fire drills and they show confidence because they know the routines they practise in school. Children learn about safety when running and taking part in physical play in the playground, they learn to be responsible for themselves, especially when playing outside as it gets dark. Staff understand the excitement of this and realise that children have very few opportunities to play in the dark in a safe environment.

Children do take responsibility for their own personal hygiene and they are learning routines of hand washing before snack time and when they take part in cooking activities. They choose hot or cold food, they can make their own sandwiches and add raw vegetables sticks. Children are active and energetic, they play hide and seek outside, counting before they search for each other. They run and kick balls, they use skipping ropes and co-ordinate their movements; learning to skip for the first time. Children balance on peddling boards and steer and manoeuvre wheeled toys. Children are encouraged to play outside; they talk about the weather and decide if they need coats. They are keeping healthy naturally and positively gaining from being active.

Children have established strong relationships with staff and especially with their key workers. They sit to draw quietly and explain about their pictures. Children keenly take part in a drawing competition and they ask the staff to judge. They make paper aeroplanes and practise flying these. They also use electronic games and construct with building equipment. Children play card games and staff show them how to balance the cards to make a tower.

Children show pride in their individual records of development, they practise forming letters and writing their names. They draw rainbows and name all the colours. They relish the individual time with their key worker and often improve their reading. Children are developing their friendships across the age range, they

are developing skills for the future learning to feel part of the wider community.

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	2
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