

# Wrap Around Care and Snug Bugs Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY438747
<b>Inspection date</b>	26/01/2012
<b>Inspector</b>	David Thomas Hatchett
<b>Setting address</b>	Northbourne Primary School, Northbourne, DEAL, Kent, CT14 0LP
<b>Telephone number</b>	07989 685 046
<b>Email</b>	wrap-aroundcare@hotmail.com
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## **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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Wrap Around Care and Snug Bugs Nursery opened in October 2011, following the dissolution of the previous partnership that existed on the same site. The setting comprises of a breakfast club, a nursery, an after school club and a holiday play scheme. It provides care in a self contained building in the grounds of Northbourne Primary School, in rural surroundings near Deal in Kent. All children have access to a secure outdoor play area and school facilities. Access is suitable for people with disabilities, but there is no disabled toilet. The setting is open five days a week for 50 weeks of the year. There is a breakfast club from 7.30am to 9.00am and an after school club from 3.00pm to 6.00pm. There are two nursery sessions: the morning session runs from 9.00am until 12.00pm; and the afternoon session runs from 12.00pm to 3.00pm. The setting may care for no more than 16 children under 8 years; of these, not more than 16 may be in the early years age group, and of these, none may be under 2 years at any one time. The provision is registered on the Early Years Register, and currently six children in the early years' age range attend the nursery and five children of early years' age attend the out of school clubs. The setting supports children with special educational needs and/or disabilities and has experience of supporting children for whom English is an additional language. The setting is also registered on the compulsory and voluntary parts of the Childcare Register to look after children aged over five years, and there are currently 30 children in this age range on roll. There are five members of staff working part time with the children. The manager is qualified at National Vocational Qualification at Level 3; two other members of staff are appropriately qualified and the deputy manager is working towards National Vocational Qualification at Level 3 and Early Years Professional Status. The setting receives support from the local authority. The setting receives funding for the provision of free early years' education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This satisfactory setting provides an acceptable standard of education and care. Children are settled and enjoy their time in the setting, and most make broadly satisfactory progress because of staff attention and activities tailored to their needs. Leadership and management are satisfactory overall and promote satisfactory outcomes for children. However, a number of statutory requirements are not being met. For example documentation is not well-organised or readily available for inspection; the fire exit and surrounding area is not easily accessible; and the setting does not hold emergency contact details for a few children who attend the setting. Self-evaluation is satisfactory overall. While there is insufficient focus on aspects of statutory provision, it has not impacted negatively on children's achievement. The manager has a broadly accurate understanding of the setting's main strengths and weaknesses, which demonstrates a satisfactory capacity for further improvement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure all reasonable steps are taken to ensure the safety of children, staff and others on the premises in the case of fire by ensuring that the designated fire exit is clear at all times 29/02/2012
- ensure that the setting has emergency contact details for all children who attend the setting 30/03/2012
- ensure that records and documentation are easily accessible and available for inspection by Ofsted. 27/04/2012

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

- introduce daily safety risk assessment checks which are initialled by staff
- record details of evacuation drills in a fire log book of any problems encountered, length of time and how any issues/problems were resolved
- introduce reflective self-evaluation within the setting, with judgements informed by careful analysis of evidence.

## The effectiveness of leadership and management of the early years provision

Safeguarding is satisfactory overall, and staff have a sound understanding of the procedures and processes to follow in the event of a concern about a child, but some aspects require improvement. For example, information about staff checks and Criminal Records Bureau (CRB) disclosures are not recorded in an organised and systematic way. The setting's environment is generally safe, and children are well cared for by staff. However, during the inspection the fire exit was not easily accessible, although steps are now being taken to address this. In addition, the setting does not hold emergency contact details for a few children who attend the provision. This is a statutory requirement. Staff are not rigorous in ensuring that all parents and carers complete and return these forms. There are long-term risk assessments in place, reviewed at least annually, which are detailed and effective. However, there is no recorded daily check of potential risks within the indoor and outdoor areas that is initialled by staff. The setting conducts half-termly fire evacuation procedures. However, the outcome, time taken and any lessons learned are not recorded.

Leadership and management are satisfactory overall, but aspects of the day-to-day management of the setting are disorganised and require improvement; for example the setting's filing system does not allow for the quick accessibility of documentation for inspection. This is a statutory requirement. The manager is

aware of these shortcomings, but a plan to address this has not been put in place. The manager has begun to drive improvement since the setting was registered. The setting's improvement plan and self-evaluation notes compiled by the manager are focused on organisational and house-keeping aspects, rather than on raising children's achievement, and improving the quality of provision and effectiveness of the setting.

Equality and diversity are promoted satisfactorily. A range of resources from a variety of cultures and backgrounds are available, and the setting ensures that children celebrate festivals from around the world, for example Chinese New Year.

There are satisfactory links with relevant partners, when necessary, for example the speech and language service, and the local authority's improvement partner. This input has had an adequate impact on improving provision and leadership and management. Resources are used satisfactorily to achieve best value, and the manager has recently obtained additional funding to improve the setting's environment following a successful bid.

The setting has established satisfactory links with parents and carers. There is one noticeboard within the setting dedicated to parents and carers, which contains all the required information, in addition to brief information about what is being covered in the breakfast club, nursery and after-school club. Parents and carers are kept informed with what is happening at the setting through a half-termly newsletter, and informal reports between staff. However, there is no formal reporting of children's progress whilst at the setting in relation to the areas of learning. Parents and carers are supportive, and feel that their children enjoy their time at the setting. As one parent said 'It is very much like a home setting.?my child is always excited to come here'.

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

Activities in the nursery are planned at a medium and short-term level, which capture the key learning intended and identifies the main links to the Every Child Matters (ECM) outcomes and areas of learning. However, staff do not always plan sufficiently for children who have additional learning needs, need extra support or find learning easy. In addition, there is little formal planning of learning activities and adult input during the breakfast and after school clubs, even for early years age children and many activities are unstructured. This means that staff are not always able to ensure that all children get the exact support that they need. Ongoing, informal assessment and observations in the nursery and after school club form a key part of the setting's work, and feed into more formal record-keeping within each child's 'Learning Journal', which are often shared with parents and carers, supporting the partnership.

Activities throughout the day cover the full range of areas of learning and ECM outcomes. For example, during the breakfast club, children choose from a variety of healthy foods and drinks, and explain why certain foods are good for them, and

others not. In the nursery, children are reminded of the need to wash their hands regularly, and before eating, and to take care when using potentially dangerous equipment, such as scissors when cutting out cardboard to make 'Chinese Dragons'. In the after school club, children are encouraged to take responsibility for their choices, and in so doing, develop skills for the future, for example when choosing which programmes to use on the computer, or when using the play dough. Overall, the satisfactory provision, impacts adequately on children's self-esteem and confidence, and a range of suitable learning activities throughout the day, motivate children to want to learn and develop their skills.

The setting's provision for equality and diversity has a satisfactory impact on children's learning and development, for example, during the inspection, children were learning about Chinese New Year. As part of this, they made cardboard Chinese dragons on lolly sticks, and Chinese flags, which were displayed on the walls. This developed children's appreciation and understanding of cultures different to their own.

Children enjoy and achieve satisfactorily whilst at the setting, because of sound input from adults, a range of often stimulating and well-planned activities, and ongoing, informal observations and assessments of the children. For example, during an outdoor session in the after school club, children enjoyed using the bikes and mini cars to explore their immediate environment, whilst developing their hand and eye co-ordination and awareness of others. Staff intervene where appropriate, to progress learning, and sometimes deal with misconceptions, but this is not identified sufficiently in planning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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