

Wraparound Boomerang

Inspection report for early years provision

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EY431943

Inspection date

13/02/2012

Inspector

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Setting address

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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.

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

Wraparound Boomerang was registered in 2011. The provision operates from three rooms in Hearsall Primary school in the Coventry area of the West Midlands. There is also an enclosed outdoor play area. The provision provides before and after school care and full day care. Operational times are 7.45am to school start; 3pm until 6pm during term time; and 8am to 5.45pm during school holidays. Children are able to attend for a variety of sessions. There is also a playgroup which operates from 9am to 12pm; from 12pm to 3pm; or for a full day from 7.45 am to 6pm term time only.

The provision is registered on the Early Years Register and both parts of the compulsory Childcare Register. A maximum of 46 children may attend at any one time and 34 may be in the early years age group. There are currently 174 children attending of whom 95 who are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 13 members of child care staff. There are three joint managers, two have level 3 qualifications and one a level 6 qualification in leadership and management in play work. Most staff hold appropriate early years and play work qualifications. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at this after school and wraparound club. Staff provide a fully inclusive service, supporting children and families exceptionally well. Good provision supports the children's learning through a wide range of interesting activities which enable them to make steady progress. The club setting works in close partnership with its host school and relationships with parents are superb to ensure that the needs of all children are catered for. The environment is well organised making good use of the space available and most welfare requirements are effectively met. The management team has a clear vision for the future and demonstrate a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- request permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare)(also applies to the compulsory part of the Childcare Register).

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

- encourage children's interest in the community in which they live through visits to the local area.

The effectiveness of leadership and management of the early years provision

The management and staff team are confident and clear about their responsibilities in relation to ensuring children remain safe and protected. They have a good understanding of how to recognise signs and symptoms of abuse and there are clear procedures to follow should they have any concerns. All managers have recently attended child protection training to keep their knowledge up-to-date which helps to protect children from harm. The club setting has robust recruitment procedures in place to check staffs' initial and ongoing suitability to work with children and to ensure they know their roles and responsibilities. The good deployment of staff ensures children are well supervised and effectively supported in their learning as well as remaining safe. A written risk assessment identifies how potential hazards have been identified and addressed. Documentation is generally well maintained, however, the welfare requirement to request permission from parents for seeking emergency medical advice or treatment has been overlooked for some children. This potentially impacts upon the children's safety.

The club setting works well with the school to ensure that it is able to meet the needs of all children effectively. For example, managers have frequent discussions with school staff to discover what progress the children are making and how the club setting can contribute to this. There is a good exchange of information about children who require additional support. The club setting has strong links with the local authority so that they can effectively support children whose circumstances make them vulnerable. Children of all backgrounds play extremely well together and staff ensure that every child gets the opportunity to be fully involved in all the activities and no-one is excluded because the club setting is very committed to valuing equality and diversity. The club setting helps children who speak English as an additional language. They work exceptionally well with parents, learn key words and make excellent use of visual aids.

The club setting has superb relationships with parents and carers. They send out regular newsletters and seek parents' views through frequent surveys. Parents receive a wealth of information about every aspect of the club setting when children start attending. Where possible the provider adapts the provision in response to parents' views, for example, reviewing information sharing systems so they are fully aware of the activities their children take part in. Staff are extremely approachable and parents are encouraged to come in to the club setting to talk to the children about their work or interests.

Staff attend training provided by the local authority on a variety of topics and this helps them to provide better opportunities for the children. The management and staff team work as a cohesive team and are keen to improve the quality and

standards of the provision for children, taking time to discuss their practice during meetings and whenever opportunities arise during the session. All staff are aware of the settings policies and procedures and effectively implement these to promote children's welfare, safety and development. They are actively using a self-evaluation process which identifies their priorities for the future and records the changes that they have already implemented. For example, key worker groups have been introduced, a staff photo board is displayed for parents and a safety light has been fitted near the entrance. Planning for the club has been reviewed to ensure that it covers all areas of learning, however, children's interest in their local community is not fully extended.

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

Children have lots of fun and are happy in the club setting. They settle particularly well and are completely relaxed in their surroundings. Staff have a good understanding of the learning requirements of the Early Years Foundation Stage. They are aware of the children's interests and these are linked to planning. Consequently, children get a broad range of experiences across the areas of learning and they can choose to do what most appeals to them. These include reading stories, using construction toys and being creative. Children design cards and pictures using glitter, paint and tissue paper. They develop their understanding of number through playing board games. Children develop their imagination through role play and dressing up. Some have an avid interest in magic and carefully read through instructions before amazing adults with their card tricks. Staff use individual learning journals to show the progress of each child and to plan for the next steps in their learning. These show parents how their children are developing and how they can work with them at home.

Routines are well established and the staff have high expectations of children's behaviour. Consequently, the club setting is a very calm and harmonious place where children of all ages get on well together, are very confident in the surroundings and behave exceptionally well. They form positive and trusting relationships with adults, who are good role models for them. Children of all ages form firm friendships which promote their well-being and social skills. They choose activities for themselves and make a positive contribution to the club setting. Children develop an excellent understanding of diversity because they talk about special festivals, customs and traditions. For example, children celebrate Australian day and create a book about Diwali using their own words. Children are actively encouraged to use their home language and visual aids ensure that all children are able to fully participate in the activities provided.

Children have a good understanding of how to keep themselves safe. They practise fire drills frequently and police officers visit to talk about road safety. Children eat healthy snacks and have a good understanding of healthy lifestyles. They use the playground and school hall well and enjoy climbing on a range of apparatus, playing ball games and children of all ages have great fun using a WII dance programme. Children adopt good habits related to their personal hygiene, for example, they wash their hands before snacks and meal times. Drinks are easily

accessible, consequently, children can look after their own bodies needs when they are thirsty. All staff hold valid first aid certificates and the first aid box is appropriately located for easy access and the stock is monitored to ensure no out of date items are used. As a result, children's health needs are promoted.

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	1
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	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:

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 (Welfare of children being cared for). 14/02/2012

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:

- take action as specified in the early years section of the report (Welfare of children being cared for). 14/02/2012