

Franchise 726 (0 to 14 year olds)

Inspection report for early years provision

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Inspector

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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).

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

Franchise 726 Wrap Around registered in 1995 and operates from premises in Franche Primary School in Kidderminster, Worcestershire. Children can access the school's extensive playgrounds and playing fields as well as the Forest School and swimming pool. Franchise 726 Wrap Around incorporates Tots@726 for birth to three-years-olds and Little Franche Nursery for three to four-year-olds. The 726 Breakfast, After School and Holiday Clubs provide care for five-to 14 year-olds. A board of trustees oversees the provision and works in partnership with the school. The provision serves the local area. Children attend for a variety of sessions. It is open all year round.

The provision is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 182 children from birth to 14 years may attend at any one time. Wrap around care for three to five-year-olds is available from 7am to 6pm, including a lunch club. Tots@726 is open from 7am to 6pm and is registered for 43 children under three where no more than nine children may be under one year old. Babies aged from three months to two years and from two to three years old have separate areas. Currently there are 160 children on roll, 46 of whom are in the early years age group. The provision is in receipt of funding for the provision of free early years education to children aged three and four-years-old. The provision supports children with special educational needs and/or disabilities.

There are 18 members of staff who work with the children. Of these, two hold an appropriate qualification at level 6 and 14 hold appropriate qualifications at level 3. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making exceptional progress within the Early Years Foundation Stage at this outstanding provision. Every area utilised by this innovative provision is bright, welcoming and contains high quality, sustainable resources and equipment, suitable to each age group. Staff are highly professional, reflective, child-focused and dedicated, and inclusion underpins all aspects of this provision. Exemplary, collaborative working with parents and many professionals, including the police, midwives and the Primary Care Trust translates into cohesive, community focused action, with individual families' needs at the heart of all services. Evaluation procedures are exemplary and rooted in outstanding practice from the previous inspection.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- continuing to enhance the outdoor area to support personalised learning and access, particularly for children who have special educational needs and/or disabilities.

The effectiveness of leadership and management of the early years provision

Safeguarding is given very high priority at this dynamic provision. All staff are focused, vigilant and committed to promoting children's safety and well-being. Excellent, detailed, child protection referral flowcharts, policies and procedures are in place. For example, children's attendance is carefully monitored and prompt contact is made with families to ascertain the reasons for absence. This ensures children's well-being is prioritised. Comprehensive, detailed risk assessments and daily safety checks are undertaken by staff to ensure children play safely throughout the provision. Excellent security systems ensure access to every building on the school campus is monitored. Rigorous recruitment and vetting systems, coupled with a thorough induction programme ensures high calibre staff are employed and very well supported. Regular training for child protection and first aid ensure all staff are clear about their roles and responsibilities and deliver activities with confidence and enthusiasm.

Children's uniqueness is celebrated and their paintings and work adorn the walls, illustrating that their efforts are appreciated and respected. Very effective deployment of staff ensures all children are nurtured, receive continuity of care and enjoy one-to-one interactions. Excellent, detailed assessments of children's language and comprehension and meticulous scrutiny of data ensure staff are highly successful in closing identified gaps in children's achievements. This ensures all children move on from this provision well-equipped to achieve their full potential. Early intervention strategies for all children with special educational needs, coupled with liaisons with other professionals, such as speech and language therapists, ensure all children receive very high levels of support. Parents, grandparents and carers all speak very highly of the provision, appreciating the very flexible, professional service offered. Excellent communication systems are used, including a text alert service, a highly informative website and an Early Years Parent Forum. This, coupled with daily discussions and consultations meetings with children's families, enhances the information exchange process. Many key partners are based on site, including a children's centre, the community police officers and health professionals. Therefore, proximity, respect and cooperation ensure all services are working together seamlessly, to great effect. Transition arrangements are superb throughout the provision. Each move is carefully planned and children are supported at every juncture. Flexible rota planning ensures staff can move with babies and toddlers as required to ensure children settle quickly into the next phase of their education. Children moving onto school do so with ease and confidence.

Franche Primary School fully embraces and supports all aspects of the provision and thoroughly values this essential service. Consistent high quality care and

education is evident, led by the excellent senior management team, who act as wonderful role models and offer support and guidance to others. A very clear line of accountability supports focused governance and ensures all aspects of this large provision run very efficiently. Continuous professional development is prioritised and staff can access training offered by the school as part of their professional development, helping to reinforce consistency and respect throughout this provision. Regular team meetings, appraisals, supervision and excellent collaborative working are fully utilised to identify further improvements. Future plans are inspirational and encompass the revised school building plans in order to enhance this already outstanding provision.

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

Inspirational, confident teaching supports every child in developing a positive disposition towards their learning. Children engage in activities designed to challenge their creativity and enhance their learning throughout this provision. For example, babies enjoy the sensory experience of 'gloop'. They feel its texture and are fascinated with its slippery properties. Children's starting points are clearly identified and ongoing assessments ensure children's progress is evident across the six areas of learning. Planning and assessments are meticulously evaluated and data is analysed to ensure all are achieving their full potential. Ideas to support and extend children's learning are clearly indicated on documentation and information from parents and carers is used to further support and enhance children's learning. Daily record books are used for babies as a two-way communication tool to exchange information pertinent to their child's individual routine. Children's behaviour throughout the provision is exemplary. Children are very well mannered, saying, 'excuse me', 'please' and 'thank you' without prompting, demonstrating excellent social skills. Younger children are supported in sharing and taking turns and older children help devise and conform to the rules of the provision. Staff have an exceptional knowledge of each child's personalities, learning styles and individual circumstances. Children are learning to understand about the society in which they live and displays reflecting 'we are special', and events, such as 'countries of the world', coupled with excellent resources help children to appreciate diversity. The Pre-School Assessment Centre ensures all children play alongside each other and become accepting of differences. Courses and workshops for parents offer personalised advice and strategies to support their children.

There is a delightful, calm, industrious atmosphere throughout this provision. Children play with an excellent range of toys and equipment, including light boxes, story tents and natural resources such as, wood, sand and water. Children in the 726 Wraparound facilities also enjoy an excellent range of choice, such as board games, team games and creative activities, including clay modelling. Children's communication and literacy skills are evident throughout this provision. For example, in the baby room, children are beginning to vocalise as they look at picture books with nurturing, patient support from staff. Older children know the first letter of their names and how the letters sound. Pens, pencils and crayons are

available throughout and children trace and write letters with care and competence. Numeracy, counting and early addition skills are encouraged through a number rich environment and challenging teaching. Children can count to 11 and know that two more is 13. Children are confident with technology as they use the interactive whiteboard, selecting colours and designing different patterns. Children's art work shows excellent observation skills. For example, paintings of a popular monster in a children's book depicts knobbly knees, claws and horns. Children are encouraged to take care of living things as they look after guinea pigs, chatting to them as they walk past during their play. Children demonstrate vivid imaginations. For example, babies pretend items are hats and put them on their heads, stopping to admire their reflections in a mirror. Toddlers play in the role play kitchen and pretend to toss a pancake. Older children talk about being pirates in the forest school and having to build a boat. Overall children are developing exceptional skills to support their future learning.

Excellent daily hygiene routines, nutritious snacks, regular drinks and meals help children to understand about healthy lifestyles. Meals are organic, locally sourced and children also grow a selection of vegetables, such as lettuce in the conservation area that can be used at snack time. Mealtimes are highly sociable occasions, where babies are encouraged to feed themselves and older children progress on to serving their own meals. Staff work in collaboration with the children's centre to give advice to families about nutrition and healthy eating. Children's health, dietary and cultural needs are clearly recorded. Disposable gloves and aprons are used consistently for nappy changing and food handling to ensure cross infection risks are minimised. Babies and toddlers sleep according to their individual needs and a relaxing rest area is provided. This ensures children's basic care needs are catered for.

Children's physical skills are excellent throughout the provision. Babies are supported in taking tentative steps. Toddlers refine their climbing skills as they climb in and out of a large cardboard box, showing balance and dexterity. Older children utilise the indoor space well, negotiating around the rooms with coordination. The outdoor environment is an inspirational place to play as children can access a tree house and forest school. Outdoor play is constantly being evaluated, especially during the current building work and staff are considering how to enrich it further to support personalised learning, particularly for disabled children and those who have special educational needs to ensure all children can fully access and experience these innovative facilities. Younger children are supported in taking risks. For example, babies can climb on low wooden equipment with support from enabling staff. Older children take part in regular fire drills and visits from the community police officers help children to understand about keeping safe. Children are taking responsibility for their own safety. For example, as part of the forest school facility, children understand the rules and play safely by using their common sense, building on their personal experience of risk taking in this delightful challenging, supportive environment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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