

Kinver Wrap Around Ltd

Inspection report for early years provision

Unique reference number	EY427156
Inspection date	27/09/2011
Inspector	Kath Harding

Setting address	Foley Infants School, Fairfield Drive, Kinver, South Staffordshire, DY7 6EW
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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

Kinver Wrap Around opened in 2008 and registered again in 2011 on becoming a limited company. The setting is privately owned and managed. It operates from the Hawthorn Room in Foley Infants School, Kinver. The premises are easily accessible. The out of school group serves the local area and has strong links with the school. There is an enclosed play area available for outdoor play.

The setting is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children may attend the setting at any one time and it offers places to children aged up to 11 years. There are currently 56 children on roll, five of whom are in the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and who speak English as an additional language. The setting is open five days a week during school term times and sessions are from 7.30am until 8.45am and 3.15pm until 6pm. The setting also operates a holiday play scheme during some school holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions.

The setting employs seven members of staff. Of these, four hold appropriate early years qualifications and three are completing relevant training. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff work hard to provide an environment where each child is respected and valued as a unique person. Staff have a good knowledge and understanding of the Early Years Foundation Stage and implement this effectively to ensure children are well cared for. Partnerships with parents are good and staff ensure they are kept well informed of their child's day. Staff are committed to continuous improvement, but this has not yet been formalised.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact, with particular regard to the outdoor areas
- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is good. Staff have a good knowledge of the signs to be concerned about in relation to child protection matters. Staff are vetted and their suitability is ensured through a secure selection process. Most staff have attended training to keep their knowledge in this area up to date. A daily recorded checklist of the indoor areas used by the children is undertaken prior to the children arriving to minimise hazards, but this does not presently include the outdoor areas.

Staff work well as a team to provide an enjoyable experience for the children who attend. A varied range of toys and resources are available for children to use. They have opportunities to be creative, relax and be active after school as they make pictures, watch the television or play rounders outdoors. Resources are used effectively to support children's learning as they can independently access these from the low-level shelving units in the room.

Staff are keen to review and improve practice to enhance children's experiences and maximise their learning and development. Systems to monitor and assess the provision are in the early stages. Staff have canvassed parental opinions about the service provided. Some of the comments include, 'staff are very helpful and flexible' and 'children love coming and I have to drag them out'. Staff maintain good relationships with parents and carers, providing them with information about the setting through flyers and newsletters. They encourage children to give a verbal account of what activities they have been involved in during their time spent in the club.

Targets for each child are requested from the class teacher so staff at the club can ensure continuity as they weave these into the planning of activities. Staff undertake observations of children's progress and these link into planning for individual next steps in their learning and development. Children are given choices about what to play with and staff have a good knowledge of the Early Years Foundation Stage. Staff know the children well and have a good understanding of issues relating to equality and diversity, as they provide a service that ensures all children and their families are included.

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

Children enter the setting with enthusiasm. They are confident, happy and particularly enjoy their time spent in the outdoor area. Children behave very well and form strong relationships with each other and adults. Good manners are used spontaneously, with staff role modelling respectful interactions with children and each other. High priority is given to maintaining children's good health and well-being. Children adopt good personal hygiene routines as they wash their hands prior to eating and after playing outdoors. Staff take opportunities to talk to children about healthy and unhealthy foods. Children take part in taster sessions

so they are able to make decisions about what food items they would like to be available at the club. Children get plenty of fresh air as they go out to play in the well-equipped outdoor area where they can access a wide range of physical activities. During the school holidays, they take part in a sports week so they are able to experience different sporting activities. Children are encouraged to keep themselves safe as they wear high visibility jackets when walking with staff to the club. They have visitors into the club, such as the fire safety officer to explain about the dangers of fire.

Children clearly maintain good relationships with staff, who participate in their play. Adults happily chatter with the children as they use different materials to create their own pictures. They take a genuine interest in what the children have to say as they talk about their day at school. Children's views are canvassed and they complete a questionnaire to offer suggestions and ideas of future activities and comment on their satisfaction with the club. Ideas are valued and implemented when possible.

Children and staff create a relaxed, friendly environment as they have fun playing on the computer and games consoles. They freely ask for help when they are unable to get the game on the screen they wish to play with and staff willingly oblige. They have many opportunities to take part in a varied programme of activities. As they sit and chat, children take turns with the computer and play pool. They problem solve as they build a castle on the floor. They feed the fish, learning to care for living things. They take part in charity events to gain an awareness and understanding of others. They look at different festivals, such as Diwali, and do related activities, such as making cards and completing a word search, becoming aware of different traditions.

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

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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