

# Hindsford Wrap Around Care

Hindsford Primary School, Lodge Road, Atherton, MANCHESTER, M46 9BL

## Inspection date

17/01/2013

Previous inspection date

25/11/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children play happily in the friendly, safe and caring atmosphere where they participate enthusiastically. They maintain focus on things that interest them over several sessions because staff stimulate their creative thinking.
- Staff show a deep interest in children's learning and have high expectations of them. This is supported by the strong partnerships with practitioners in school and means that they receive continuity in their care and their learning.
- Children make good progress and achieve well. Their development is carefully observed, recorded and evaluated by the key person and monitored by the manager. This results in focussed planning for individual children and a secure knowledge of how to promote specific learning in play.
- The manager, supported by her experienced team, monitors effectively and encourages the development of the provision through reflection, training and consultation with staff and children. As a result, the club is moving forward while experiencing some change.

### It is not yet outstanding because

- Opportunities for children to develop their independence are limited during snack time. Also recent changes to storage arrangements means that they cannot freely access the full range of resources to extend and respond to their immediate ideas and thinking.
- Parents are not fully encouraged to share their views to feed into and enhance the improvement process.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the school hall.
- The inspector met with the manager and spoke with staff members at appropriate times during the inspection.
- The inspector looked at a range of records including information for parents, staff records, children's observational assessments and activity planning.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Angela Rowley

## Full Report

### Information about the setting

Hindsford Wrap Around Care was registered in 1999. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Hindsford C of E Primary School, in the Atherton area of Wigan, Greater Manchester and is managed by a voluntary committee. It has use of the school hall and two designated classrooms and there is a fully enclosed area available for outdoor play.

The setting serves the host school and a neighbouring school and is accessible to all children aged from four years. It operates from 7.45am to 9am and from 3pm to 6pm. Children attend for a variety of sessions. Currently, the setting employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. At present, there are 46 children on roll, five of whom are in the early years age range.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- enrich the conditions for developing children's critical thinking and independent learning by enabling them to operate more independently during snack time and by providing them with better access to resources
- consider ways to extend parental involvement by encouraging them to share their ideas to contribute to the settings plans for improvement.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Partnerships with teaching staff are very well established. This ensures there is continuity between the club and the school in which it is based. As a result, information is shared about individual children and ways to support their learning right from the start. Consequently, the activities provided in the club very effectively complement children's learning in school. This is particularly effective when staff use assessment information provided by school, alongside their own observations of what children can do. As a result, they plan specific, focussed activities and ideas to support and enhance individual children's learning and development through play and fun experiences. For example, children developing their skills in letter formation in school are supported and encouraged to practise this during creative craft sessions when they make Christmas cards, or during dough play when they mould the letter shapes of their name. Additionally, children developing their ability to use numbers beyond 10 are supported to count using board games and to record their scores on paper. As a result, all children make good progress in their learning.

Children arrive at the setting to find a good range of interesting and developmentally appropriate toys and equipment to play with. Play experiences and activities support children's learning across all areas of development. Children move around freely and make choices about what they want to play with from the range selected to be available to

them. For example, children are keen to play on the interactive television games and white board. They learn how to select and follow the programmes that require them to think logically or move quickly. They play collaboratively as their hand-held consoles interact with one another and they use their imaginations and adopt roles at the whiteboard when they pretend to be at school, setting sums for one another. Children are well supported by staff who challenge their thinking when they play board games together and they extend children's communication as they read stories and ask questions. The possibility for individual story time in the relaxing, cushioned quiet area helps children build their confidence in developing relationships with staff and others. Staff stimulate children's creative thinking and support the development of their individual design ideas by modelling the creative process, showing their thinking about some of the many possible ways they can take the activity forward. Consequently, children are keen to resume activities they have previously started and which have been carefully stored for them. For example, they make robot heads with boxes and they make and decorate cardboard houses for play figures. Their ideas are extended further when they are supported to make battery operated house lights. They are keen to take their designs home to show their parents so they can share in their achievements.

Activities which respond directly to children's interests and suggestions are routinely provided. As a result, all children are actively engaged throughout the session. For example, to extend children's play and interest in small cars, staff make and design a ramp with them. Additionally, they purchase extra wheels to support them to make their own vehicles with construction toys. However, while staff are very responsive to children's ideas and requests, children are not yet able to respond to or extend their own ideas immediately and independently. This is because they do not have free access to the full range of resources. Children operate independently at breakfast club where they develop good self-help skills serving themselves, making choices from a range of healthy cereals, toasts and spreads. However, this good organisation is not yet replicated during after school snack time when children's drinks are poured by staff.

### **The contribution of the early years provision to the well-being of children**

An effective key person system is in place which helps both parents and children to build strong relationships with consistent staff, many of whom also work with children during the school day. For children, this means that staff know them and their families very well and therefore they receive continuous, relevant and sensitive support. All children show a strong sense of belonging within the provision. They enter happily and are often not ready to leave when parents arrive to collect them. They relax with staff and each other reading stories on comfy cushions in the cosy quiet area.

Staff are attentive and caring. They are well deployed and are able to offer children individual attention or small group play. This enables children to feel safe and gives them the confidence to develop their personal and social skills. Children develop a good understanding of personal safety. They know the rules of the setting, which are shared on admission and include e-safety messages. Children's behaviour is good. Board games and interactive computer games encourage turn taking and children share and play cooperatively. They are carefully supervised by staff who know when to sit back to allow

children to work things out for themselves and when to provide support.

Children's good health is effectively promoted because staff know all about any medical conditions and specific details, such as dietary needs. These are obtained and planned for prior to children starting. Children play outside in the fresh air on most days after school, which allows them to exercise vigorously using the 'huff and puff' box or the tyre park. As a result, they run off any excess energy after their school day. Children enjoy snack time, which is treated as a positive and social occasion. They sit together around the table while they eat healthy breakfasts and after school snacks. During breakfast their independence is very well promoted as they serve their own cereals and apply their own spreads to toast.

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

The manager has a secure understanding of her responsibility to ensure that the setting meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding are well embedded. Child protection procedures are clear and the manager is secure in her understanding of the procedures to follow in the event of concerns about children or about an employee. There is a real sense that 'children come first' and the setting works very effectively with the school to promote children's welfare. Staff are suitably deployed to meet the required ratios for children under eight years and a minimum of two staff are on duty at all times. This means that there are always sufficient staff working with the children to meet their needs and keep them safe.

Secure recruitment and selection procedures ensure that all those working with children are vetted and are suitably skilled. Performance management is regular and is effective in identifying relevant areas for development. Together the manager and her staff team discuss plans for the setting, share their observations and ensure weekly activities take place in response to individual children's needs. Effective monitoring and tracking of observations for individual children ensures no child is overlooked. As a result, every child is fully included and receives the support they need to help them make good progress in the setting. Planning also takes account of the views of children, who help shape the provision.

The manager updates her training and keeps herself well informed of developments in early years practice and disseminates information to the staff team. An accurate evaluation of the provision leads to targeted areas for improvement to enhance already secure practice. Since the last inspection the setting has reviewed its provision for planning for children in the Early Years Foundation Stage in response to training and development, which has led to improved consistency for children. They have enhanced their toys and equipment responding to children's developing interests and preferences. They are currently responding well to changes in relation to the storage of their toys and equipment, instigated by refurbishments in school. They reflect on what works and how to minimise the impact of the change. As yet, however, they have not successfully identified how they can make as much of their equipment as possible accessible to children and they are continuing to review this. The setting responds to ideas for improvement from children

and staff. For example, the setting has recently purchased additional computer games to respond to children's requests for different types.

Verbal feedback is obtained from parents who report that they are highly satisfied with the service they receive. They comment that children are always busy when they arrive to collect them and that they value the warm and friendly relationships developed between staff and children, which enhances their social confidence. However, the setting do not yet regularly encourage parents to share ideas to contribute to the settings ambition for making continual improvements. Partnerships with the school and teaching staff are very good and as a result all relevant information about the children in their care is shared in a professional manner.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.   |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.   |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.   |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.  |
| Not Met |              | The provision has no children on roll. The inspection judgement  |

is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

|                                    |                                    |
|------------------------------------|------------------------------------|
| <b>Unique reference number</b>     | 322938                             |
| <b>Local authority</b>             | Wigan                              |
| <b>Inspection number</b>           | 896952                             |
| <b>Type of provision</b>           |                                    |
| <b>Registration category</b>       | Childcare - Non-Domestic           |
| <b>Age range of children</b>       | 0 - 17                             |
| <b>Total number of places</b>      | 26                                 |
| <b>Number of children on roll</b>  | 46                                 |
| <b>Name of provider</b>            | The Voluntary Management Committee |
| <b>Date of previous inspection</b> | 25/11/2010                         |
| <b>Telephone number</b>            | 07923042333                        |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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