

WrapAroundCare4u Ltd @ Butlers Court School

Butlers Court County Combined School, Wattleton Road, BEACONSFIELD, Buckinghamshire, HP9 1RW

Inspection date

13/02/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

1

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 are happy and very engaged in what they do at the out of school club. They are very well behaved.
- Staff understand children's starting points extremely well. They offer children many highly interesting topics to extend and complement their learning at school. Staff are also very supportive in promoting children's eagerness to complete home-school learning, such as reading and phonics activities.
- Staff teaching and interaction is exceptional. Therefore children are eager to take part in activities and learn actively.
- Children are making very good progress in their reading, communication, independence and social skills.

It is not yet outstanding because

- There are fewer freely accessible resources for children to build their creative skills.
- Staff share verbal and written feedback with teachers and parents to explain their observations of children's achievements, but do not share their extensive observations and assessments on a more formal basis with staff at the school.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children in their play, planned activities and in their interactions with staff.
- The inspector spoke with children, parents, staff and the head of school where the club is based.
- The inspector engaged in conversation with the manager about the partnerships with parents and school teachers and in relation to supporting children's learning.
- The inspector sampled the out of school club's documentation and children's learning journals and assessments.
- The inspector read and took into account the club's self-evaluation form, which includes the views of parents and children.

Inspector

Aileen Finan

Full report

Information about the setting

Wraparoundcare 4U registered in 2013. It is privately owned and operates from Butlers Court County Combined school in Beaconsfield, Buckinghamshire. The provision provides before and after school care for children who attend the school. It operates from the music room and two classrooms. The breakfast club operates from 7.30am until school registration. The after school club runs from 3pm until 6.30pm. The out of school provision caters for children who attend the onsite school. There are spacious playgrounds for outdoor play. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are five staff employed including the manager. Of these three staff hold a Level 3 childcare qualification, one staff member is a qualified teaching assistant and another staff member is unqualified but is completing an appropriate childcare qualification.

What the setting needs to do to improve further

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

- build on the opportunities for children to access more resources to promote creative play
- extend the systems for sharing the effective written observations completed on the children with staff at school.

Inspection judgements

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

The out of school club offers an extremely stimulating environment for children and provides a wide variety of learning opportunities that span all areas of learning. Staff are sharply focussed on promoting children's personal, social and emotional development, communication and language, and physical development. They work extremely hard to offer children opportunities over and above the expectations for an out of school provision. For example, children are encouraged and are very willing to read their home-school books. Staff interact exceptionally well. They notice when a child has a new book and after he reads the title they discuss what the book may be about. Staff wait patiently and supportively for children to sound the letters of new words and look at the pictures in the book to put the story in to context. Staff are further encouraging to support children's learning in agreement with school teachers with their 'I-Spy' books that promote children's speech and language through phonics. Therefore children achieve well because there are highly successful strategies for home-school-setting learning.

Children are extremely motivated. They have fun and are eager to join in. Children can access easily accessible toys and games. They have daily opportunities to be active outdoors both prior to the school day and in the afternoons after school. Children get on well and play alongside one another happily. Staff are extremely proactive in planning for an educational activity everyday. Their high quality teaching methods and interactions with the children thoroughly support children's critical thinking and active learning. On the day of the inspection children learn about the human skeleton and the different types of bones in the human body. Staff adapt the activity skilfully, so children of all abilities and ages can join in and are focused on what they do. Children carefully cut out the bones from printed paper, and link together with split pins to make their own skeleton. They confidently recall the names of the main bones of the body.

Staff use their very good understanding of the learning and development requirements of the Early Years Foundation Stage to observe and assess children's progress. They update children's home-school books, feedback to children and check on the strategies teachers use as children practise their writing skills. Staff are extremely confident in their teaching and interaction skills. They evaluate all activities to assess what children enjoyed most and how to plan on children's achievements to support their next steps. Through their engagement with school teachers and parents, staff have a very secure understanding of the very good progress children make, particularly in their language and communication, independence, confidence and socialisation skills. The manager takes a lead role as key person and monitors children's learning and development precisely. She has a thorough understanding of each child's progress and is confident to be alert to make interventions if needed.

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

Children are very happy at the out of school provision. They enjoy a broad range of play resources to promote their learning and development which complement the learning opportunities they receive at school. However, there are fewer resources that children can choose from that promote their creativity further, for example freely chosen art and craft, dressing up or role-play. Nevertheless, children have lots to do and enjoy the activities available to them. Children have warm relationships with staff and with one another. They play well together. Older children demonstrate they care about the younger ones and happily invite them into their play.

The key person system is well established. This ensures that children feel safe and content in the care of those looking after them and helps them to feel emotionally secure at the start or end of the school day. Children are confident to play on their own or in small groups. They behave very well. Children understand their own safety, for example following instructions when moving to the outdoor environments and in demonstrating their understanding of the routines of their club and staff expectations.

Children understand self-care routines. They follow instructions about washing their hands prior to snack. Snacks are nutritious, balanced and healthy. Children sit together and snack time is sociable, offering opportunities for children to mix and form relationships

with one another.

Children have regular opportunities to play outdoors in the school grounds. They therefore benefit from fresh air and exercise. Through planned education activities, children learn about the effect physical exercise has on their bodies and why it is so important. Overall, children are confident and eager to join in with the activities on offer. The skills and interactions of very able staff support their readiness for the next stage in their learning.

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

Staff at the out of school provision demonstrate a strong understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. All staff complete safeguarding children training and all but one holds first aid training qualifications. They are aware of the procedures to take should they have a concern about a child in their care. Likewise, they have the confidence to deal with any minor accidents that may occur. The leadership and management of the out of school provision are effective. They also run or are involved in day care provisions. Therefore, they can use their skills and expertise to support the needs of the children who attend before and after their school day. Recruitment and induction procedures and the systems for the supervision and training of staff are robust. The out of school provision implements robust policies and procedures which staff adhere to in their daily practice. These policies are shared with parents and therefore they understand the procedures that support children's health and well-being. Risk assessments of the environment, and ongoing checks both indoors and outside, promote children's safety.

Staff demonstrate a very good understanding children's starting points on admission to the out of school provision. They work alongside parents and school teachers to assess this. Monitoring of children's achievements is consistent. As a result, staff are extremely able to complement the teaching and learning that school teachers plan for children's development, and support their next steps. They are highly proactive in supporting parents in complementing children's learning at home. Therefore, children are making very good progress in relation to their starting points. However, although there are excellent links with parents and school teachers in relation to feedback on children's home-school reading books and home-school phonics books, staff are less confident to share more formally the very useful written observations and assessments that they have made on the children.

The out of school provision has been effective in evaluating their priorities and success so far. They offer parents purposeful feedback and have invited them to complete questionnaires about the care their children receive. As a result the leadership of the out of school provision is confident about the strengths of their provision and future plans for ongoing improvement. Parents are very positive about the care their children receive. They highlight the encouragement that children receive for their 'I-Spy' books and home-school reading. They add that their children are very happy to attend.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

Unique reference number	EY464870
Local authority	Buckinghamshire
Inspection number	928658
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	56
Number of children on roll	28
Name of provider	WrapAroundCare4u Ltd
Date of previous inspection	not applicable
Telephone number	01628 857 628

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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, which are usually the childminder's 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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