

B J Wrap Around CIC

CROPWELL BISHOP PRIMARY SCHOOL, Stockwell Lane, Nottingham, NG12 3BX

Inspection date	17/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1

The quality and standards of the early years provision

This provision is good

- The management team is inspirational and uses rigorous systems to continually evaluate and develop practice to improve learning outcomes for each child.
- Systems for monitoring planning and assessment are sharply focused to ensure children are making good progress.
- Highly successful partnership working with the school complements the delivery of the Early Years Foundation Stage curriculum.
- Staff are vigilant about children's safety and provide a safe and secure environment for them.
- Children's learning is promoted well by staff who understand the importance of working with children's interests and how they learn best through play.

It is not yet outstanding because

- Resources and equipment are not always displayed attractively enough to encourage children to engage in more imaginative activities.

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's activities in the indoor and the outside learning environment.
- The inspector held a meeting with the proprietor and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the proprietor.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Tina Garner

Full report

Information about the setting

B J Wrap Around CIC Cropwell Bishop was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms within Cropwell Bishop Primary School, which is situated on Stockwell Lane, Cropwell Bishop in Nottinghamshire. The setting also has access to the school's outdoor play areas. Children attend from Cropwell Bishop Primary School and surrounding area. The setting is accessible to all children.

The setting employs six members of childcare staff. Of these, 5 hold appropriate early years qualification at level 3. The setting opens Monday to Friday, offering full daycare from 7.30am until 6pm and this includes breakfast and after school care for older children attending school. There are 89 children on roll. Of these, 24 are in the early years age range. Children from two years to 11 years of age attend the setting and attend for a variety of sessions. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure resources and equipment are displayed more attractively in order to encourage children to engage more in activities and develop their use of imagination.

Inspection judgements

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

The educational programmes provide for all areas of learning and are adapted to meet the needs of the children of different age groups. Children's knowledge of the world is enhanced as they enjoy thinking of activities around the theme of 'once upon a time' and choose to write letters to the queen, paint pictures of soldiers and explore fairy tales. Staff use these stories to support children's learning and encourage them to use their imagination to think up their own narratives. This encourages children's communication and language skills and supports their personal, social and emotional development as they gain in self-confidence and, therefore, progress well. Staff have good teaching skills and adjust activities to meet the age and ability of the children.

The learning environment pays good attention to the printed word in its displays to support the development of early reading skills. Useful vocabulary linked to different topics provides key words for children to use. Construction activities support children's handling

skills as well as providing opportunities for them to work together co-operatively. Children have frequent opportunities to be creative and to develop skills, such as, cutting and sticking as they attempt to produce their own moveable objects in preparation for a scrap heap challenge. They make papier mache using newspaper, flour and water to create their own hot air balloons. Older children enjoy sewing with thread and fine wool to make cushion covers and then choose to decorate these with beads. Both the indoor and outdoor areas are well equipped and imaginatively laid out to enable children to be active and to explore the different areas. The main play area contains a wide range of interesting, age appropriate resources. However, some areas of the room are not as sufficiently maintained, particularly the home corner, to ensure resources are displayed attractively to encourage children to engage in imaginative play.

Children are making good progress and most are working securely in the appropriate band for their age and some are working beyond. Children with special educational needs and/or disabilities receive good support. Staff work closely with parents and the school, and where necessary use special resources to promote children's learning, which help to support their progress well. Staff complete careful and regular observations to monitor and track children's progress. Effective systems of assessment enable staff to successfully identify what children need to do next in their learning. Staff provide daily information for parents about the activities children have engaged in. This information enables parents to continue to support their children at home. Regular open evenings are provided each term for parents to learn, in more detail, about how their children are progressing. Keeping parents well informed ensures a strong partnership with parents. Assessments show that children are prepared well for the next stage of their education.

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

Relationships between parents, children and staff are very positive. The consistent staff team uses the information gained from parents effectively to get to know each child and help them settle quickly into the setting. Staff clearly prioritise the well-being of children, praising them for their achievements and reminding them to be polite and caring. Children show their consideration for others as they share and take turns during activities. There is an effective key person system in place and children build secure bonds with the staff. This promotes children's strong emotional well-being in readiness for effective learning. Parents are very happy with the level of care and attention staff provide for their children. Children are confident learners and either ask for support, when needed, or play happily independently.

Staff plan and provide highly motivating experiences outdoors. The children are able to move freely between the indoor and outdoor environment, which means they can develop and extend their ideas and skills in both environments. Children learn about being safe as staff gently remind them of safe practices, such as, why it is important to walk and not run indoors. Children are given a good variety of environments outdoors to extend their learning. For example, a recent topic 'How does your garden grow?' was enriched through a visit to a local children's farm and walks out in the local community, where children used cameras to photograph bugs and insects. They took part in outdoor treasure hunts to identify and separate healthy foods from non-healthy, which helped to promote healthy

attitudes.

Children are familiar with the daily routines and they are learning to manage their own personal hygiene, as they wash their hands before eating. Staff use mealtimes to promote healthy eating and table manners with the children. Meal times are social occasions that have a very calm atmosphere and encourage children's developing independence. Conversation is encouraged and children love talking about their own experiences to staff and other children. Staff set clear boundaries for children's behaviour. Visual reminders help reinforce the rules of the setting and staff use positive language to support children as they learn how to behave. Staff constantly praise children's achievements, which helps them to build confidence and develop self-esteem. Children form close friendships with each other. They are happy and content, chatting and playing cooperatively together enjoying each other's company. This helps them to feel secure in the setting.

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

The leadership and management team have an exceptional awareness of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Inspirational leadership, which continually seeks to achieve excellence in every aspect of their work, motivates staff to challenge themselves in the pursuit of providing outstanding opportunities for all children. Management carry out rigorous checks on the suitability of staff and have a robust and safe recruitment system. This, together with an extremely thorough induction process for all staff, helps to keep children safe from harm. All staff attend child protection and paediatric first aid training. As a result, staff have an excellent understanding of reporting and recording concerns about children. All required documentation is in place and the management team have a clear awareness regarding the need to inform Ofsted of any significant incidents or changes, as required. Rigorous systems are in place to identify visitors to the setting and admission gates have keypad security, which helps to keep children safe. Staff are meticulous in carrying out checks to keep the premises and equipment safe and clean to protect children's health.

Highly effective systems are in place for staff reviews and regular supervision. The management team have meticulous systems for monitoring policies and procedures and for ensuring that all staff develop an outstanding knowledge and understanding of these. Exceptional reflection on all aspects of practice using a range of local and national self-evaluation, quality assurance and improvement documents, ensures that practice is continually evolving and improving. For example, reflection on language development has led to the setting intending to employ a speech and language therapist, which they are in the process of doing, who will work with staff and parents to further develop the promotion of language. The management team ensure that all staff are aware of current priorities for improvement for example, the area of physical develop and outdoor play. The management and staff team are developing a robust knowledge of the individual needs of children by using and analysing the data collected through their observations and progress tracking systems. This ensures any gaps in the provision, and in learning, are quickly identified, both for individuals and groups of children.

The setting has excellent links with other settings and the local schools. The manager has developed further links with outside agencies and knows how to access additional advice and support if required for individual children. Staff are developing warm, nurturing yet highly professional relationships with parents and strive to ensure that all parents are involved in the care, learning and well-being of the children. For example, parents receive monthly newsletters which provide detailed information about activities, forthcoming events, changes in the setting and what the children have been doing. Parents contribute to the children's learning via sharing detailed information regarding children's achievements at home. Their views are regularly sought through questionnaires and the management team incorporates their views into the self-evaluation and monthly targets. Parents are actively encouraged to become involved in the setting, for instance, they are invited to stay and play sessions. Regular information about the life of the setting is provided through updated notice boards, the settings website and via parent forum meetings. Staff provide excellent information to support parents to promote children's development in the home, such as, offering in-house phonics training. Parents speak extremely positively about the professionalism and caring attitude of all staff and the inspirational management team.

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	EY466031
Local authority	Nottinghamshire
Inspection number	935281
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	89
Name of provider	B J Wrap Around CIC
Date of previous inspection	not applicable
Telephone number	07766773723

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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