

B J Wrap Around CIC

Arnold View Primary School, Gedling Road, Arnold, NOTTINGHAM, NG5 6NW

Inspection date	03/03/2014
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		2

The quality and standards of the early years provision

This provision is good

- Children remain safe and secure on the premises because staff give children's safety high priority.
- Staff provide an enabling environment so that children can make choices from the wide range of resources and become independent learners.
- Staff provide strong support for children's language and communication skills by engaging them in conversations that interest them.
- There is good partnership working with the school to complement the delivery of the Early Years Foundation Stage curriculum.

It is not yet outstanding because

- Staff do not consistently share information with parents about changes or new routines introduced as a result of parent feedback or suggestions, in order to strengthen partnership working.

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 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 process.
- 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 was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms within Arnold View Primary School, which is situated in Arnold in Nottinghamshire. The setting also has access to the school's outdoor play areas. The setting is accessible to all children. The setting employs three members of childcare staff. Of these, all hold appropriate early years qualification at level 3.

The club is open weekdays during term time only from 7.30am until 8.50am and from 3.30pm until 5.45pm. There are 80 children on roll. Of these, 11 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:

- further develop information sharing with parents to fully support consistency and the successful building of partnership working.

Inspection judgements

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

Staff create a welcoming and interesting environment for children to relax and socialise in before and after their school day. Effective use is made of the indoor facility where the club is situated, to present a good range of activities and physical play experiences that children thoroughly enjoy. These complement and support children's learning experiences at school in a relaxed and calm environment where the emphasis is on having fun and being active. As a result, children are successfully supported in making progress in their learning and development and are building on the skills they acquire at school.

Children access a wide range of activities in the outdoor area. They play happily together in small groups chatting as they select water pots and paint brushes, sit on the floor and join in free painting activities. Other children group together to play football, use skipping ropes or take part in scooter challenges. Staff are well organised and move between small groups of children, involving themselves in their play, making suggestions and offering help when needed. Children socialise very well, sharing and forming friendships with friends in different age groups. They are building confidence and independence as they work together in small groups, take part in team games and seek advice in practical situations from older children. For example, younger children ask older children how to switch on and use metal detectors. Older children are happy to offer advice and practical help, demonstrating which places are best to search. This encourages children's skills in talking and listening and working together. Children enjoy physical activity as they

excitedly take part in treasure hunts. They run around, searching trees and grassed areas for playing cards, which they later trade in for prizes. They listen well and follow staff's clear explanation about rules and behaviour.

Children learn about the wider world through a range of games and topics that help them to value the similarities and differences between themselves and others. Staff involve the older children in the activity plans. They ask for children's suggestions and help them choose some of the resources at the beginning of each session. This helps to engage children in expressing their choices including their likes and dislikes. Staff are aware of each child's individual levels of attainment as they regularly share information with parents and class teachers. Consequently, they pitch activities to help children make progress. They work in partnership with teachers and make observations as children learn through play. This demonstrates that children are progressing as they are provided with an appropriate level of challenge and supports a complementary approach to children's learning and development.

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

Staff are friendly, caring and have developed warm relationships with the children and their parents. Children are happy and secure in the setting, laughing and smiling as they play. They settle quickly after arriving from school, take their coats off and all sit together while staff talk with the children about the evening's activities and offering choices about playing inside or out. There are key workers for those children within the early years age range who demonstrate a clear knowledge and understanding of the children they care for. They work in partnership with teachers from the host school to make sure children move easily and safely between the two settings and regular discussions and sharing of information ensures a cohesive approach to children's well-being and learning. Staff are good role models and encourage the children to develop good manners and involve them in games where they have to share and take turns. This supports the children's well-being as they begin to understand the needs of others and develop a sense of mutual respect. Children play well together and enjoy each other's company. Young children respond well to older children and actively seek them out to play games. Older children are kind and sensitive to the youngest children and are good role models. Consequently, children's behaviour is good.

There is an effective key person system in place which ensures children's care and development is overseen. Children develop self-care skills as staff encourage them to wash their hands before snack. This supports the children as they develop independence. Snack times are social occasions where staff sit with the children and discuss, for example, foods from around the world in line with current topics. Children are encouraged to sit together and make their own pittas and wraps. This promotes their independence and supports them in making healthy choices. Good opportunities are provided for the children to use the outdoor play areas, particularly when the weather is good. This provides children with exercise and fresh air. Outdoor play is thoughtfully planned and good consideration is given as to how to utilise it for all aspects of learning. For example, children enjoy den making, treasure hunts, team sports and obstacle courses.

Children learn about staying safe through daily routines and discussions. Their understanding of safety is further enhanced as they learn about fire safety. They know the procedure for evacuation in an emergency and the manager regularly practises this with them. As a consequence, children show an awareness of personal safety. Indoor and outdoor space is effectively organised to provide a stimulating and welcoming environment for children. Resources are stored at appropriate heights and are well maintained and of a good quality. This means that children can access them with ease, supporting them to make choices and become independent in their own learning.

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

Staff have good knowledge of the safeguarding and welfare requirements to promote children's well-being. For example, staff routinely record accidents and share these with parents. Children are unable to leave the setting without any authorised adult because staff are vigilant about closely monitoring who has access to and from the main door of the building. Daily risk assessments are completed before children arrive at the club to minimise hazards which creates a safe, secure and welcoming environment for them to explore and investigate. The management team ensure that all staff are suitable for their role. There are comprehensive induction and supervision arrangements to enable all staff to be familiar with policies and procedures, such as practising the emergency evacuation procedure. There are effective procedures in place to enable staff to access relevant training and to improve their knowledge. All staff attend safeguarding training to enable them to have good knowledge of child protection issues to maintain children's well-being. This ensures that all staff are aware of their responsibility to report any concerns about a child in their care. Successful monitoring of educational programmes and the quality of teaching ensures children are provided with activities which are challenging and stimulating to complement their learning in school.

Staff have good understanding of how to use technology appropriately to safeguard children. For example, parents provide permission for staff to take photographs of their children and good protocols are in place to protect children from any misuse of these. Staff share these photographs with parents via a scrap book displayed on the registration desk to show them past activities their children have enjoyed. Verbal reminders are offered to both parents and visitors regarding the use of mobile phones in the setting. Further information is offered each evening with regard activities and the weekly themes. This supports consistency in children's learning and development. Parents complete written questionnaires to share their views regarding the setting. Staff use this information to drive improvement. For example, session booking systems have been developed. However, although feedback from parents is used to improve practice, the setting do not share information about the latest measures or changes they have made as a result of this feedback in order to strengthen partnership working. Successful links with the feeder school and information sharing systems have been established. This supports key workers in monitoring children's learning and development stages and enables them to complement school activities to increase their learning.

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
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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	EY465978
Local authority	Nottinghamshire
Inspection number	935279
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	80
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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