

Burlish Wraparound

Burlish Park Primary School, Windermer Way, STOURPORT-ON-SEVERN, Worcestershire, DY13 8LA

Inspection date

Previous inspection date

09/06/2014

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

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

- The staff team ensure that children develop good relationships with them and other children. They create a relaxed and secure environment that actively supports children's play and learning. Consequently, children are happy and settled in the setting.
- Staff have a good understanding of how children learn through play. They enable children to choose from a wide range of resources and activities on offer. Consequently, children are confident and make good progress in their development.
- There is a good rapport with parents with good two-way communication systems to ensure that children's individual needs are known and met.
- Comprehensive policies for safeguarding are fully understood and implemented by all staff. Staff are vigilant about children's safety and are calm and consistent with children. This effectively promotes children's well-being.

It is not yet outstanding because

- Staff sometimes miss opportunities to fully enrich children's critical thinking skills. Staff settle for the first idea and do not challenge children's ideas enough to develop sustained shared thinking.
- Strategies are in place to engage and share information with other settings; however, there is scope to strengthen strategies to engage other providers, such as school, to share information about children's learning to complement the experiences the children receive there.

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 checked evidence of suitability and qualifications of all staff working with children and the setting's improvement plans.
- The inspector observed teaching and learning activities in the setting, including the outdoor environment.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the one of the managers.
- The inspector looked at a number of policies and procedures and discussed progress tracking documentation.

Inspector

Rupinder Phullar

Full report

Information about the setting

Burlish Wraparound originally opened in 2011 and re-registered at the current premises in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Burlish Primary School in Stourport-on-Severn, Worcestershire. The setting is run by private providers and offers wraparound care for children who attend the school. It operates from one classroom in a demountable building and has the use of the school's outdoor play facilities. The setting operates Monday to Friday, term time only. Sessions are from 7.30am until 8.50pm and 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 70 children on roll, eight of whom are in the early years age range. The setting employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- maximise all opportunities to extend children's critical and creative thinking, for example, by consistently using open-ended questions to engage them in sustained conversations
- strengthen strategies to engage other providers, such as school, to share information about children's learning to complement the experiences the children receive, in order to further support children's good learning and development.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage learning and development requirements. They involve the parents when their child first starts by asking them about their child's likes, preferences and what they are capable of doing. This forms the children's starting points and means staff can plan for their interests as they start at the setting. Thereafter, staff regularly observe the children, assess their development and identify their next steps. The information they gather informs the planning of appropriate activities to support children's learning. They track children's progress monthly and re-evaluate to ensure that the activities are engaging and stimulating in order to support them in their learning. Children have their own learning journey, which parents can see on request to find out what their children have been doing at the setting. In addition, parents share things children achieve at home, which staff use to support their learning.

Staff are aware of how to meet the individual needs of the early years children and plan

activities from the information gathered during their observations. An appropriate planning system is used with links to the Early Years Foundation Stage and incorporates the wishes of the children when planning the sessions. As a result, staff provide a good range of activities to meet children's individual learning needs. A good mix of child-initiated and planned activities are provided to engage children in their learning. For example, staff provide paint brushes and water and children use this to pretend to paint the wall. This supports children's physical skills well. Staff skilfully join in and participate in children's play. They interact with them and follow their instructions, therefore supporting children's independence and emotional skills well. Staff use mathematical concepts in play, such as 'heavy' and 'more than' as they talk about the weight of people. They ask open-ended questions to stimulate children's learning. However, staff sometimes missed opportunities to fully enrich children's critical thinking skills. Staff settle for the first idea and do not always challenge children's ideas enough to consistently develop sustained shared thinking. Children enjoy physical activities outdoors and have plenty of space to freely move around in. They enjoy daily opportunities to play games and become involved in playing, chasing their peers and using small equipment, such as hoops. Screams of laughter show their enjoyment as a group of children play cooperatively in a game using the skipping rope. This activity helps children to play well together and recognise each other's capabilities, while developing their social skills for the future. The range of activities and games help the children to be active, independent learners, where they play harmoniously together sharing equipment and waiting their turn. Staff provide writing materials to encourage the children to write and draw. Children enjoy this as they write their names in cards for their parents. They also participate in using books, which help develop their literacy skills. Staff foster children's language skills as they talk to the children and involve them in conversations. These activities ensure children have the key skills to continue to move forward in their learning at school.

Parents are provided with excellent opportunities to engage in the children's learning at the settings. For example, parents share activities and experiences their children have enjoyed while at home. This information is very well used by staff to shape further activities and enhance children's learning. Strategies are in place to engage and share information with other setting; however these are not fully effective. There is scope to strengthen strategies to engage other providers, such as school to share information about children's learning to complement the experiences they receive there.

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

Children are welcomed in a bright and stimulating setting where their emotional needs are well met. Staff create an environment where children develop strong friendships and demonstrate positive behaviour. Children form secure relationships with staff and demonstrate they feel safe and secure while they are at the setting. This creates emotional security for all children and helps them grow in confidence. Each child's key person knows them well and has built up secure relationships with them. This helps children to settle quickly into the setting and support smooth transition when they first start. Ongoing dialogue between the key person and parents ensure that children's individual needs are well met. For example, children are supported to develop self-confidence and emotional security by making appropriate use of praise and

encouragement.

Children show they are becoming independent and are able to manage their own personal hygiene, taking themselves to the toilet and routinely wash their hands afterwards appropriately. Snack time is highly effective in helping children use their independence skills. Children have the opportunity to serve themselves and pour their own drinks. Children socialise during this time and chat about what they have been doing while learning about healthy choices with regards to food.

Children are encouraged to play and actively explore the learning environment. They know how to explore safely managing risks in their own play. Resources are readily accessible and stored at a level to encourage engagement. Staff ensure children understand how to keep safe. Children learn about road safety and 'stranger danger' through discussions. They learn about keeping themselves safe in an emergency because they participate in regular fire drills. Children have the opportunity to play outdoors, promoting their physical well-being and exercise as they enjoy the fresh air daily.

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

The setting is managed by two managers. They have a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The managers and their staff have a secure understanding of safeguarding issues. All of whom have a strong knowledge of their duty to protect children and the procedures to follow in the event of a concern about a child. The setting has a range of policies and procedures to help ensure that children are well protected. Robust recruitment procedures ensure all staff is suitability vetted. Induction and appraisals procedures are used to help monitor the continued suitability of staff. Thorough risk assessments and daily visual checks and robust routines ensure children are kept safe both indoors and outdoors. Regular staff meetings and clear communication between staff result in a close and effective staff team. Consequently, children are supported well to make good progress in their learning and development through play.

Since registration the managers and their team work closely with the local authority to develop the quality of the provision. Regular staff meetings and staff appraisals give the setting an accurate picture of staff performance and helps them to identify further staff training needs. The settings well-established relationship with the local authority helps them to evaluate and support the professional development of staff. This in turn, ensures that children benefit from current childcare practices and knowledgeable staff. The setting establishes generally good links with teaching staff at the school. Staff act as a bridge between teachers and parents to provide continuity of care as they drop and collect the children at school each day. The managers are aware of the need to work in partnership with others as the need arises in order to help children who may need extra support in their learning.

Self-evaluation and improvement plans are in place. The future plans are based on supporting children's achievements. The managers show their desire to make

improvements and have an understanding of the setting's strengths and takes steps to make improvements. This is done through regular feedback with staff and more formal questionnaires. This helps drive continuous improvement. The setting also seeks and acts on children's views. They talk to them and evaluate regularly how well daily activities are used. This is an effective voice in the daily running of the setting. There is a strong focus on partnership working with parents who are warmly welcomed into the setting. Staff are available to discuss a child's day and the progress they are making. Daily discussions keep parents informed about their children's care, learning and development. In discussion with parents during the inspection, comments indicate that they are extremely happy with the service their children receive. They notice their children becoming more confident and full of self-esteem. Parents value the staff and they find them approachable, caring and sensitive to children's needs.

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 | EY460159 |
| Local authority | Worcestershire |
| Inspection number | 930371 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 20 |
| Number of children on roll | 70 |
| Name of provider | Burlish Wraparound Partnership |
| Date of previous inspection | not applicable |
| Telephone number | 01299 822108 |

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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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