

Kinver Wrap Around Ltd

Foley Infants School, Fairfield Drive, Kinver, South Staffordshire, DY7 6EW

Inspection date	13/10/2014
Previous inspection date	27/09/2011

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 make good progress in their development because staff plan and provide a range of interesting activities that complement the learning that takes place at school.
- Safeguarding policies and procedures are clear. Staff demonstrate that they understand their role in making sure that children are protected from harm and kept safe.
- Partnerships with schools and parents are strong because; information about children's individual needs is routinely shared to ensure that children are provided with consistent care.
- Children make friends with children who are from different year groups and schools, helping them to develop their social skills and confidence.

It is not yet outstanding because

- Performance management is not sharply focused on monitoring the impact of staff practice, to identify professional development needs and ways to improve outcomes for children in the future.
- Time is not well used when children arrive. Opportunities for children to share their thoughts and feeling to fully promote their emotional well-being are not maximised.

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 activities in the indoor areas used by children.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety and discussed the settings self-evaluation process.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julia Galloway

Full report

Information about the setting

Kinver Wrap Around was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is privately owned and managed. It operates from the Hawthorn Room in Foley Infants School, Kinver. It caters for children from the two local schools. The setting is open Monday to Friday, with term time sessions from 7.30am until 8.45am and 3.15pm until 6pm. The setting also operates a holiday play scheme during some school holidays. There are currently 73 children on roll, of whom 13 are in the early years age range. The setting employs five members of childcare staff, of whom three hold appropriate early years qualifications at level 3 and one holds a Post Graduate Certificate in Secondary Education. 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:

- ensure that staff practice and teaching skills are sharply monitored and information from evaluating practice is used to shape staff's professional development in the future and continually improve outcomes for children

- revise the routine for children on arrival by providing opportunities for them to share their thoughts and feelings, to promote their emotional well-being even further.

Inspection judgements

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

Children are happy and they settle quickly on arrival. Staff provide an excellent range of activities and resources that complement learning from school. The available materials and activities stimulate children's independent learning, because they make choices about what they would like to do. Consequently, they are interested in what they are doing and become absorbed in play which helps to support their overall learning and development. Staff effectively liaise with schools to obtain information about children's next steps in development. They then record observations to monitor their progress. Each child has a key-person who is responsible for providing opportunities for children to make progress in their learning. Key-persons do this effectively as they come alongside children to help them achieve their targets during play activities. For example, when a child completes a felt picture depicting a farm scene, a member of staff asks if she can sound out the initial letter sounds for each animal. The child does this happily and is praised for doing so. Consequently, progress is made as staff challenge children by extending activities that children enjoy and self-select. Good relationships between children and staff are evident.

Staff clearly know all children well because they all work at the school where the setting is based. All staff demonstrate that they have the necessary skills and understanding of how to help children learn and develop; which enables them to plan a good range of complementary activities that support children's all-round development.

Good relationships between staff and parents are evident because they routinely share important information about children. Staff ensure that parents receive any letters or information passed on from the school. The setting also uses a communication book which means that messages between school, parents and the setting are recorded. Therefore, all parties are informed of any significant information about individual children. Parents are asked to complete informative documents about their children's individual needs. Staff also encourages parents and children to attend the setting for settling sessions before they start. This helps to ensure that children are familiar with the routines and arrangements, and enables them to settle more easily when they begin attending. Planned activities often coincide with themes and events that are occurring in school. For example, when harvest themed events are take place the setting provides further creative activities with a similar theme. As a result, children benefit from opportunities to consolidate the learning that has taken place in school.

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

Children feel secure because they develop good relationships with staff, who are friendly and caring. On arrival children know and understand the daily routine. They take their coats to their peg, place personal items in a box, without prompts from staff, and line up waiting to go and wash their hands. During this time, staff ask children about what they would like to eat, and this is prepared depending on individual children's preference. Although some children volunteer information about their school day during this time and say 'I got a sticker today' which is acknowledged by a member of staff, the setting has not maximised opportunities for all children to share news about their day, or express how they are feeling. Therefore, there is room to consider revising this practice to enable children to share their experiences and build on their good self-esteem and confidence further.

Children's emotional well-being is supported because all children have an identified key person, who knows them well. Relationships between children and staff are close because staff join in and play together with children during activities. Children also build friendships with children of all ages, who are from different schools. They benefit from a calm and supportive environment where they are listened to and feel valued. Children's behaviour is good and they follow clear routines and boundaries set by the staff. As a result, all children play well together. For example, time at certain activities is monitored, so that each child who wants a turn gets the opportunity to do so. When a child using a games console, is told by another child who has been waiting, 'your time is up now', the other child readily agrees before handing over the controller. This also means that children do not spend extended periods of time at one favoured activity and all of them access many different types of experiences during the session.

Children show increasing levels of independence and they successfully manage their own

personal care. The main snack provided is prepared by staff and all children can choose additional items from the snack bar. They ask first and use excellent manners when doing so. When they have finished eating they independently bring their plates and cups back to the kitchen and say 'thank you'. The setting supports children to lead a healthy life style by providing healthy snack choices and ensuring that children regularly play outside. This provides more challenging experiences that support their physical development, while also enabling children to learn about how to keep safe as they take small risks in their play.

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

The management and staff team work closely together to ensure that the setting operates effectively and meets the needs of the children who attend. Policies and practices are understood by staff and are effective in practice to ensure that all requirements are met. All areas used by children are safe and suitable, because staff conduct risk assessments that identify any hazards and ensure the environment is checked on a regular basis. Safeguarding responsibilities are understood by all staff, who clearly explain how they would deal with concerns that relate to child protection. Information to support safeguarding practice is detailed and informative, and means that staff have all the required information to hand to support their practice.

Staff are recruited from the school where the setting is based. All staff are known to the provider who obtains information with regards to their suitability to work with children, which includes reviewing Disclosure and Barring Service checks, viewing certificates and verifying identity. Staff work closely to support each other's practice. There are good lines of communication in place because staff hold regular discussions about all aspects of the setting. However, this system could be strengthened by focusing more specifically on the impact of staff practice, specifically on teaching skills, to continually identify professional development for the future and to ensure outcomes for children continually improve.

Staff have a clear understanding of the Early Years Foundation Stage and demonstrate a secure understanding of how to meet the safeguarding and welfare, and the learning and development requirements. Planning and observation of children during activities ensures that they are supported and make good progress that complements the learning that takes place at school. Partnerships with schools and parents are excellent because good quality information is shared. Parents speak positively about the setting and their views are obtained through the use of questionnaires. This strengthens the setting's self-evaluation process as their opinions are taken into account. In addition, children's views are also collected which means that they contribute to the running of the provision. All of this, demonstrates a clear commitment by staff to continually reflect on the ways to provide the highest standards of care and learning for the children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY427156
Local authority	Staffordshire
Inspection number	852752
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	73
Name of provider	Kinver Wrap Around Ltd
Date of previous inspection	27/09/2011
Telephone number	01384 873177

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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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