

# Wraparound Boomerang

Hearsall Community Primary School, Kingston Road, COVENTRY, CV5 6LR

<b>Inspection date</b>	21/11/2014
Previous inspection date	13/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff observe, assess and plan for individual learning effectively to ensure that children are consistently challenged to reach the next stage in their development.
- Parents contribute to their children's assessments because they share information on learning at home with staff. Consequently, children benefit from a consistent approach to their learning. Staff liaise effectively with external agencies or services to ensure that children get the support, which they need.
- Children are safeguarded because staff are aware of their responsibilities to protect them from abuse and neglect. Staff successfully minimise risks in playrooms and outside.
- Children's social and emotional needs are well met by staff. Relationships are very good and children are happy, sociable and confident learners.

### It is not yet outstanding because

- Staff do not consistently reinforce healthy eating. Most three- and four-year-old children bring in a packed lunch and staff do not encourage them to identify the foods that they like to eat while talking with them about healthier choices.
- Children's knowledge of the local environment and the natural world is not maximised. Staff are unable to provide elements of the natural world within the setting's outdoor area and walks to parks and a local area of common land are only periodic.

## 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 playrooms and outside.
- The inspector held meetings with the three providers/managers of the provision and spoke to staff and children.
- The inspector looked at a selection of children's assessment records and planning, the provider's self-evaluation and a range of other documentation.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector conducted a joint observation with a provider/manager.
- The inspector took account of the views of parents.

## Inspector

Jan Burnet

## Full report

### Information about the setting

Wraparound Boomerang was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision operates from four rooms within Hearsall Primary school in Coventry. It offers full day care, a holiday playscheme for school-aged children and wraparound provision for school children and for early years children, who attend the school's nursery. The holiday playscheme operates for children, who are pupils at several local schools and the wraparound provision operates for children who attend the host school only. The provision is open Monday to Friday throughout the year, except for bank holidays and two weeks over Christmas and New Year. Opening hours are 7.45am to 6pm in term time and 8am to 5.45pm, during school holiday periods. There are currently 243 children on roll, of whom 120 are in the early years age group. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children, who speak English as an additional language. The provision employs 20 staff. There are three provider/managers, two of whom hold early years qualifications at level 3 and one holds a qualification in leadership and management in play work at level 6. Nine other staff members hold qualifications at level 3, one is qualified in early years at level 6, one at level 5 and four at level 2.

### What the setting needs to do to improve further

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

- extend practice for raising children's awareness of the food they eat and how it contributes to their good health
- enhance children's awareness of features of the local environment, for example, by visiting the local shops and park and increase opportunities for them to investigate the natural world.

### Inspection judgements

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

Children make good progress. Planning for learning is tailored to individual needs and staff challenge them effectively to ensure that they reach the next steps in their learning. Communication with parents is effective with regard to obtaining information during induction on what their child already knows and can do. Parents' views are valued and there are regular opportunities to share information and plan for children's learning in the nursery and at home. Staff support children well, so that they develop skills in readiness for nursery class and school. Children with special educational needs and/or disabilities

receive good support. Staff provide parents with a progress check when their child is aged between two and three years.

Children choose from a good variety of resources that are safe and meet their developmental needs well. They are confident, happy and settled. Resources for babies promote their sensory development effectively. They explore paint, dough and sand, wooden and metal objects and textures and sounds in books. Children enjoy making marks with chunky chalks on a large blackboard. Staff offer praise and they clap in recognition of this achievement and the babies clap in response. Babies communicate their wants and needs through facial expression, gestures and the sounds of their voices. Staff interpret babies' needs well and encourage language development because they repeat the sounds and words that babies say. Older babies repeat what staff say. Children, who speak English as an additional language, are supported well, so that they speak their home language as well as learn to speak English. Older children's speaking skills are developing well. They express themselves confidently and engage in conversation with their friends as they join together for their chosen activities. Staff extend children's thinking and speaking skills effectively because questions are open ended. They give children time to think about their responses.

Children practise manipulative skills while they play with a range of toys that are safe and appropriate for their stage of development. Toddlers and pre-school children enjoy continual access to drawing resources in their playroom and pencil control is developing well. They learn to recognise and write their names and older children are learning letter sounds. This is supported effectively by staff while children enjoy a memory game at group time. A range of objects that begin with 't' are arranged on a large tray and are then covered. First of all one item is removed and this becomes more challenging as the number removed increases to four. All in the group remain engaged and their interest is maintained because they are asked to tour the room and find additional objects that begin with the same sound. Children make good progress in their mathematical development. When they talk about numbers, they spontaneously use their fingers to count. They talk about size and distance when they race toy cars. Children enjoy outdoor play each day. There is a designated area for nursery children, which is adjacent to the school playground. This includes suitable physical play equipment and an area where children play with construction blocks and activities that are taken outside from playrooms. The babies and younger toddlers enjoy occasional outings to the local park and library because staff are able to use a six-seater pushchair to take them out. However, outings for older children are infrequent. Consequently, opportunities for them to notice features of the local environment or visit areas where they can explore the natural world are not maximised.

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

Children are supported well in the transition from home to the nursery setting in a manner sensitive to their different needs and those of parents. Their personal, social and emotional development is given a high priority by staff. Consequently, the relationship between each child, their key person and other members of the staff team is good.

Children are settled, happy and confident. They behave well and behaviour is consistently managed by staff with use of positive reinforcement, in order to boost self-confidence and self-esteem. Children are well prepared for the next stage of their learning. They are familiar with areas in the school other than their own playrooms and links with the school's nursery and Reception class teachers are good. During the summer term, children visit staff in classrooms in preparation for their first school term. Transition within the nursery is organised, so that children's emotional security is addressed. Good organisation of resources encourages children's independence as they are able to choose and easily select resources for themselves. Staff consistently meet the care needs of each child in the group and respond sensitively to them as individuals.

The nursery environment is safe, warm and welcoming and children learn how to keep themselves safe. For example, they know how to use scissors safely and they practise the fire drill. Children's well-being is addressed effectively and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Children's physical development is fostered effectively because they are encouraged to be physically active on a daily basis. They understand and adopt healthy habits, such as good hygiene practices and they learn to manage their own self-care needs. Toddlers and babies eat healthy food that is cooked fresh on the premises each day and parents provide older children with a packed lunch. Lunch bags consist of a range of different foods, some of which are healthy. However, many also contain crisps, sweet biscuits and some chocolate. Staff chat with children while they eat, but they do not maximise their awareness of healthy eating. This is because they do not talk with them about the foods that promote good health. Staff use their food hygiene knowledge to ensure that it is stored safely.

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

Staff ensure that children's health and safety are protected well. They are fully aware of their responsibilities with regard to supervising children in their care and ensure that they are never left unsupervised with a person, who has not been vetted. Required staff to child ratios are met and staff are deployed effectively throughout the nursery. They assess and minimise risks successfully and strong systems are in place to protect children from abuse. Procedures for recruitment, selection and induction are good and vetting procedures for staff are thorough. The providers make sure that all staff are aware of their responsibilities to safeguard children. They ensure that their own and staff members' safeguarding knowledge is kept up to date. Parents are aware of the safeguarding policy and the Coventry Safeguarding Children Board procedures.

The management team use their knowledge and experience effectively to ensure that the service provided for parents and children is reviewed and improved. The educational programmes are successfully monitored, in order to ensure children's learning needs are addressed well. Staff are successful in ensuring that children make good progress in relation to their starting points. The current priority for improvement is to develop a computer programme that will enable nursery and school staff to share information on children, who attend both provisions. Recent training is aiding staff in promoting literacy

development and speaking skills. Processes for staff supervision, performance management, training and ongoing professional development are good. The provider welcomes advice and support offered by local authority development workers. The choice of resources is good and books and toys meet children's needs at their different stages of development well.

The partnership with parents is strong because communication between staff and parents is good. This ensures that they work well together to meet children's different needs. Continuity of care and learning for children, who also attend another early years provision, is addressed well. Staff liaise effectively with external agencies or services, so that they work effectively together to ensure that children get the support they need. Policies and procedures support the safe and efficient management of the provision and parents are made aware of them. Required documentation and records are kept up to date and in good order.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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

<b>Unique reference number</b>	EY431943
<b>Local authority</b>	Coventry
<b>Inspection number</b>	874571
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	100
<b>Number of children on roll</b>	243
<b>Name of provider</b>	Wraparound Boomerang Partnership
<b>Date of previous inspection</b>	13/02/2012
<b>Telephone number</b>	02476673888

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

