

# Wellingtons at Portswood School

Portswood Primary School, Somerset Road, Southampton, SO17 3AA

## Inspection date

11/12/2014

Previous inspection date

02/02/2010

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

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 outstanding

- Children thoroughly enjoy themselves at the club where they experience an excellent range of inspiring activities.
- The highly successful links with the school contribute to the staff having a substantial understanding of each child.
- Children are extremely well behaved. They share and cooperate, and have positive relationships with each other and the adults in the club.
- Staff's comprehensive understanding of how children learn enables them to promote children's learning highly effectively through their play.

## **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 the interaction between the adults, the children and their friends.
- The inspector spoke to the staff, children and parents to ascertain their thoughts about the club.
- The inspector sampled some paperwork, which included observations of the children.
- The inspector observed the children undertaking several different activities both indoors and outdoors.

## **Inspector**

Amanda Shedden

## Full report

### Information about the setting

Wellingtons is a privately owned out-of-school Club that registered in 2009. It operates from a hall in Portswood Primary School in Southampton. Children use the school grounds for outdoor play. During the school term the club is open Monday to Friday from 7.40am to 8.40am and from 3.30pm to 6pm. It also opens during some school holidays from 8am to 5.30pm. It serves children from Portswood Primary School before and after school and those from the wider community during the holidays. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are four members of staff working with the children, all of whom hold relevant qualifications. There are two members of staff who hold early years professional status and one member of staff who has have qualified teacher status. The fourth member of staff has an early years qualification at level 3.

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

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

- enhance children's imaginative play by ensuring that resources are ready to be used and easily accessible to the children.

## Inspection judgements

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

The excellent organisation of the session enables younger children to have time to settle before the older children arrive. They choose from the extensive range of resources and inspiring activities fully supported by the staff who have an in-depth understanding of each child. The children are inquisitive and are eager to participate in the activities

Children make choices from an excellent range of inspiring activities, such as cake making, making stars and sewing Christmas cushions. All the staff are skilled at promoting children's creative and communication skills through the activities. Children weigh ingredients and look closely at the numbers on the scales as they add ingredients to the bowl. They learn to follow recipes and learn new skills such as cracking eggs. Staff extend children's vocabulary and knowledge of life skills as they learn words such as 'creaming' and how to line baking tins. Staff extend children's creative ideas and problem solving skills fully as they make stars from sticks deciding how to create the shape and choosing how to decorate them. Children have thought through how they would like their cushions, using a range of red and white material to create their winter scenes. They are taught how to use the sewing machine and are extremely pleased with the results.

The group have excellent partnerships with the school that the children attend. This helps

them with planning activities that complement the activities and learning they have at school. The staffs' excellent teaching skills together with the inspiring activities enhance children's learning through their play. Staff keep parents fully informed about their child's experiences through daily conversations and notices that are displayed in the hall. This enables them to continue the interests that the group have inspired with their children.

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

Children are extremely relaxed at the club. There are excellent relationships with the staff who have a comprehensive understanding of each child. Each child has a key person who undertakes observations on them and liaises with the school and parents to support their continuity of care and learning.

The staff are exceptional role models, they are professional in their approach to the children. Their calm and their caring manner has a positive impact on all children. Older children demonstrate this through their interaction with the younger children. They are happy to help and encourage the younger children to learn new skills, such as how to play chess or crack eggs. This results in very strong emotional bonds between the adults and all the children. Younger children clearly feel safe within the group as they happily play and engage with the older children.

Children have a hot freshly cooked meal each day. Children contribute to the menu discussing healthy options to be included giving them a sense of belonging and ownership. They develop life skills as they help to lay the tables and clear away when they have finished. Children pour their own drinks and older children help the younger children if they see they are struggling with the jug. They sit and talk together giving meal times a family friendly atmosphere. Children have a garden area where they have grown different vegetables. Staff offer healthy options, such as fruit, each day. Children have the choice to play outdoors if they wish. This means they can participate in physical activities, such as ball games. Consequently, all these activities contribute to children experiencing and learning very positively about healthy lifestyles.

The club operates from a large, light and airy dining room in the grounds of the school. They use the school playground for outdoor activities. Children have a substantial range of activities and resources. The children have an area set up within the room to help them feel extra comfortable, particularly as older children attend the club. There is a cosy book area and small world resources, such as a dolls house. There is also a role-play area. However; the resources to support this area are not always set up for children to use. The staff adapt the room to meet the needs of the club, maximising the use of the room and keeping children safe. The club display some of the children's artwork, for example a Christmas tree made from their hand prints, which gives the children a sense of pride and belonging.

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

Management have a comprehensive understanding of their responsibilities to ensure that they implement all aspects of the Early Years Foundation Stage. This they achieve to an excellent standard. The management and all staff are passionate and knowledgeable about their work. The staff are highly committed and work together to offer children a vibrant and stimulating environment that meets their needs exceptionally well and keeps them safe.

Staff have an excellent understanding child protection issues and have attended safeguarding training. They are aware of the indicators of concern and the procedures to follow to keep children safe. Staff have access to the contact numbers of external agencies. They know how to raise any concerns with them, including if unhappy with management's handling of a situation. Children play in a secure environment and staff carry out meticulous daily risk assessments to ensure that hazards are minimised to keep children safe. Robust recruitment procedures check that only suitable staff are appointed. Each new member of staff has a thorough induction, which includes all aspects of the provision. Worthwhile policies and procedures are in place and shared with parents to help them understand staff roles and responsibilities towards their children. Children are fully supervised extremely well because staff deploy themselves effectively whether children decide to play indoors or outdoors.

Management have an extensive and precise knowledge of the learning programmes that the children undertake at school. Members of staff work in the school and this close relationship with the teachers enables them to offer the children a different type of learning and teaching. This compliments their learning in school and supports any gaps in children's development exceptionally well.

Staff, parents and children contribute to the club's purposeful and comprehensive self-evaluation. They use this information very well to analyse strengths and weaknesses to create detailed action plans. They continually look at their practice and consider how they can improve the outcomes for children. Management and staff have met the recommendations from their last inspection. For example, they have improved their communication with the school to an excellent level, particularly for the younger children. The staff who do not work in the school have opportunities to spend time in the reception class. This has promoted their professional development as it gives them a better understanding of the levels the children are working at. Consequently, this enables them to have a much clearer understanding of children's capabilities when undertaking activities with the children.

Parents are extremely happy with the club and state that their children, 'love coming here' and 'they always have to wait for their child to finish an activity before being able to take them home'. They are fully aware of their children's experiences and state the staff are excellent, friendly and offer the children a wide range of activities.

### **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

<b>Unique reference number</b>	EY395871
<b>Local authority</b>	Southampton
<b>Inspection number</b>	830687
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Jill Rosemary Brennan
<b>Date of previous inspection</b>	02/02/2010
<b>Telephone number</b>	07759509352

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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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