

Farlington Wrap Around Service Ltd.



Solent Infant School, Eveleigh Road, Portsmouth, Hampshire, PO6 1DH

Inspection date	8 May 2015
Previous inspection date	3 November 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Management has not implemented an effective key-person system. As a result, parents indicate they are unsure who their child's key person is and do not know who to talk to when they collect their child. This does not promote consistency in young children's care needs.
- Management does not rigorously evaluate practice to identify key weaknesses, such as inconsistencies in the quality of interactions between staff and children. Staff do not always encourage children to extend their understanding.
- Staff do not have sufficient knowledge to support children with communication difficulties. At times, this means staff do not encourage children's independence and self-care skills, which does not promote children's self-esteem and self-confidence. This means that some children are not developing important skills for the future.
- Management does not ensure staff are always well deployed to meet the needs of all children.

It has the following strengths

- Staff provide a welcoming environment and children look forward to attending their sessions.
- Children behave well, and staff encourage tolerance and acceptance. This prepares children for the diversity of the world in which they live.
- Staff plan and provide a good range of activities for children. Partnerships with the school are strong and this promotes consistency in children's care and learning.
- The director is committed to continuous improvement. She quickly acts on advice and the views of parents, children and staff, implementing changes to benefit children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the key-person approach and ensure parents are informed who is their child's key person, to promote a two-way flow of information sharing with parents and to ensure children's care is fully tailored to their needs
- ensure all staff have the skills to effectively support children with additional needs.

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

- strengthen systems to review and assess practice, including staff supervisions, to develop their personal effectiveness and the quality of their interactions with the children to improve children's learning
- review the organisation of staff deployment to consistently meet the needs of all children.

Inspection activities

- The inspector toured the premises, inside and outside.
- The inspector observed the interactions between staff and children, and spoke to them at appropriate times.
- The inspector spoke to parents and took account of their views.
- The inspector completed a joint observation with the director.
- The inspector sampled relevant documentation and discussed leadership and management with the director.

Inspector

Emma Dean

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children enjoy a range of activities and resources. For example, the craft table provides children with the opportunity to practise skills learnt at school and links with celebrations at school that day. Children demonstrate a good knowledge of the daily routines as they put away their school bags, promoting a sense of belonging. Staff identify children's needs and liaise with school staff to promote continuity in their care and learning. However, the quality of the staff's interaction with children is variable and some miss opportunities to extend children's learning. For example, some staff did not respond to children attempting to communicate through sounds and sign language. Some staff did not engage in meaningful conversation with children during mealtimes or notice children's interest in experimenting with the colours of food on a plate.

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

Staff encourage children to share, take turns and play cooperatively together. As a result, children's behaviour is good. For example, children happily share tablet computers, waiting patiently for their turn. Children make their own rules for the provision and staff provide gentle reminders to help children to keep them. For example, staff asked children playing in the den if they thought they were being too noisy. Children replied that they were and reminded each other to be quieter. Staff organise the environment well and children can choose additional resources from open cupboards. The outdoor area is well used and children enjoy the challenging play equipment, which supports their physical development. Staff gather information from parents when children first start. However, management does not identify a named key person for children. This does not promote consistency in younger children's care and learning and, in addition, means that parents do not have a special person to talk to and share information. Snacks and meals are healthy, but staff do not help all children to serve themselves or to drink from open cups.

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

The director follows robust staff recruitment procedures, and implements a thorough induction period to ensure all staff receive safeguarding training. This promotes children's welfare. Although management uses staff supervision to identify staff training needs, this is not fully effective in identifying all weaknesses in practice. Staff are not well deployed to support children during mealtimes due to other duties. The director evaluates the provision regularly and gathers the views of staff, parents and children through meetings and questionnaires. She uses this information to make clear improvement plans, for example, booking staff on to sign language courses so that they can better support children with additional needs.

Setting details

Unique reference number	EY313689
Local authority	Portsmouth
Inspection number	834389
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	40
Number of children on roll	11
Name of provider	Farlington Wrap-Around Service Ltd
Date of previous inspection	3 November 2010
Telephone number	07986 285282

Farlington Wrap Around Service registered in 2004. The provision operates from Solent Infants School, in Portsmouth. The provision is open Monday to Friday, from 7.30am until 9am, and from 3.15pm until 6pm, during school term time. The provision is open during school holidays from 8am to 6pm. There are nine members of staff, six of whom hold relevant childcare qualifications at level 3 or above.

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