# Putney Wraparound Childcare



Werter Community Church, Werter Road, London SW15 2LL

Inspection date	1 October 2018	3	
Previous inspection date	Not applicable		
The quality and standards of the	This inspection:	Good	2
early years provision	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

# Summary of key findings for parents

## The provision is good

- Leaders are passionate about their role and ensure staff are well trained and knowledgeable, to enable them to provide a safe play environment for children.
- Staff provide a range of activities that is of interest to all children in the club and that complements their learning at school. Children of all ages play well together, sharing and taking turns during activities.
- Parents speak highly of the quality of service provided by staff. They praise staff for the attentive care they give to children.
- Children behave well. They follow the rules with a clear understanding and a sense of responsibility. Staff support children's understanding of behavioural expectations with a calm and positive approach.
- Staff act as good role models, helping children to develop their social skills.

## It is not yet outstanding because:

At times, routines are not organised well enough to ensure children do not become restless while waiting, for example, during teatime.

# What the setting needs to do to improve further

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

organise routines to ensure that children do not wait longer than necessary.

## **Inspection activities**

- The inspector had a tour of the premises.
- The inspector spoke to parents and took account of their views.
- The inspector held a meeting with the manager and looked at records and documentation, including the evidence of the suitability of staff.
- The inspector spoke with children and staff during the inspection.
- The inspector observed the activities indoors, and the interactions between staff and children.

#### Inspector

Louise Drewett

# **Inspection findings**

## Effectiveness of leadership and management is good

Leaders are highly motivated and strive to provide good-quality out-of-school care. They regularly reflect on the service they provide and seek the views of staff, children and parents to help make improvements. For example, they ask children and parents to record and post suggestions. Safeguarding is effective. The manager and staff have a secure understanding of their responsibility to keep children safe. They fully understand reporting procedures if they are concerned that a child may be at risk of harm. The manager ensures staff implement the setting's wide range of policies and procedures, and that they maintain all required documentation. Partnerships with parents are strong. Parents are happy with the good level of communication that staff pass on from the host school. Staff work together to ensure children trust them and feel safe. This helps to ensure children's well-being.

#### Quality of teaching, learning and assessment is good

Staff provide a wide range of resources that appeals to children's interests, including mark making, physical games and a quiet area to relax. Children show confidence, and they engage in play and extend their ideas. For example, they enjoy exploring the different textures of leaves using their senses. Staff interact well to challenge children's thinking. For example, children are asked to think about what happens before leaves fall from a tree. Children are eager to share their ideas. Older children support the younger ones well. For example, they show them how to play games, and enjoy sharing stories with them. Children use their imagination well in play. They make marks to create beautiful autumn trees, for example.

#### Personal development, behaviour and welfare are good

All children enjoy their time at the club. They are confident, relaxed and have a strong sense of belonging. They say that they love to come to the club because 'the staff are lovely' and they 'enjoy playing with their friends'. Staff are very friendly and caring. They create a home-from-home environment. This helps the children to feel safe and secure. Children behave well. They listen to instructions and complete tasks when requested. For example, they work together to tidy away before teatime. Staff provide a variety of healthy and nutritious meals that helps children to understand about the importance of healthy lifestyles.

# **Setting details**

Unique reference number	EY536560	
Local authority	Wandsworth	
Inspection number	10076833	
Type of provision	Out-of-school day care	
Registers	Early Years Register, Compulsory Childcare Register	
Day care type	Childcare on non-domestic premises	
Age range of children	4 - 11	
Total number of places	60	
Number of children on roll	58	
Name of registered person	Putney Wraparound Childcare Limited	
Registered person unique reference number	RP536559	
Date of previous inspection	Not applicable	
Telephone number	02087802424	

Putney Wraparound Childcare before- and after-school scheme registered in 2016 and operates from Werter Community Church in Putney, in the London Borough of Wandsworth. The breakfast club is open from 7am until 9am and the after-school club runs from 3pm until 6.30pm, term time only. The service is available to children attending Our Lady of Victories Catholic Primary School, Hotham Primary School and St Marys' Church of England Primary School. There are six staff who work directly with the children, four of whom hold a relevant qualification at level 3 and two hold a relevant qualification at level 2. In addition, there is a cook and her assistant.

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.

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