

# Inspection of School Wrap Ltd

Long Buckby Community Centre, 41 Station Road, Long Buckby, Northampton,  
Northamptonshire NN6 7QB

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Inspection date:

22 June 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children grow in confidence through their time spent at this safe and stimulating setting. Each afternoon children walk back from their local schools with their friends, accompanied by the staff who have collected them. They receive a warm welcome when they arrive at the setting and respectfully line up at the door. Children know this routine well and are familiar with what is expected of them. They go in pairs to the bathroom to wash their hands. Children explain that they wash their hands for 20 seconds to get rid of germs that they might have picked up from touching things on their walk home. Through this, they are developing their understanding of hygiene and what they can do to stay fit and healthy.

Children happily settle into their play, choosing activities that interest them from the large variety on offer. Some children use their learning from school to make a 'bee kingdom', which they explain is a beehive. They say that they are making it to protect the bees because they are endangered. Children work as a team. They are guided by staff to develop their ideas. Children use their problem-solving skills to make a swimming pool for the bees. They cut a water bottle in half and fill it with paper that they have painted blue. Children cooperate well and have a shared goal in sight. They are proud to show visitors when they have finished their creation, saying, 'Excuse me, look what we have made.' They go on to say that they love coming to this setting because they can craft with their friends.

## **What does the early years setting do well and what does it need to do better?**

- The manager aims for children to understand their rights as a person, and for staff to support this through their interactions with children. She explains that she wants to teach children a sense of autonomy and for them to understand what this means. Staff use role play and puppet play as opportunities to explore children's thinking around what is right and wrong. They help children to develop respect for themselves and for those around them. This helps shape children's character and scaffolds their expectations of others as they get older.
- Staff use effective behaviour management strategies to help promote children's positive behaviour. For example, they encourage children to use a sand timer to help them share toys. Once children can see that the sand has run from one section of the timer to the other, they know that their turn playing with a toy has come to an end and it is someone else's go.
- Staff respond appropriately to address unkind behaviour. When some children disrupt the play of others, staff call them to one side and explain that their behaviour is not appropriate. They ask that they become more aware of their surroundings and the activities of others. This supports children to self-regulate their own behaviour.

- Children have access to the internet in the setting. Staff have considered the risks associated with online activity and use effective strategies to keep children safe. For example, staff have positioned computerised devices in places of the room that are fully visible. They closely supervise children when they use them. Staff teach children ways to keep themselves safe when using devices, such as to always tell an adult if they see something that they do not like. Staff limit children's access to devices to 10 minutes at a time, which helps children to manage appropriate screen time.
- Staff have established a café-style set-up where children can join their friends to have their tea. They provide fresh drinking water and a balanced menu which supports children's healthy lifestyles. Children choose their name magnet from a tray and stick it on the fridge to indicate that they have joined the dining table. They independently butter their own bread and use tongs to add fishfingers to make a sandwich. Children are fully involved in preparing their own tea. This gives them the responsibility that they need to learn skills for later life.
- The manager uses suggestions from parents and children to inform self-improvement. For example, parents have voiced a wish for more books to be provided for older children. The manager has responded by adding extra books to the setting's library. Parents have also donated books that their children have finished reading so that others can enjoy these stories. The manager actively listens to what children have to say, and develops the setting as a result of these discussions.
- Parents say that they are very happy with the care that their children receive. They explain that sometimes they do not need the setting for childcare, but they still send their child so that they can socialise with their friends in a safe environment.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are confident about their safeguarding roles and responsibilities. Staff have completed relevant training courses, and the manager confirms their understanding at team meetings and during supervision. They know what to look out for which may indicate a child is at risk of harm, and what to do if they have a concern of this nature. Staff ensure children are safe in the setting as they adopt a robust risk assessment process to identify and minimise hazards. The manager ensures the ongoing suitability of staff to work with children.

## Setting details

<b>Unique reference number</b>	2526208
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10208293
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	3 to 12
<b>Total number of places</b>	40
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	School Wrap Limited
<b>Registered person unique reference number</b>	2526207
<b>Telephone number</b>	01327842109
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

School Wrap Ltd registered in 2019 and operates in Long Buckby, Northamptonshire. It is open Monday to Friday, from 7.15am until 9am and from 3.15pm until 6pm, during term time. A holiday provision operates from 7.30am until 6pm. The manager holds an appropriate early years qualification at level 7. One other member of staff holds a qualification at level 3.

## Information about this inspection

### Inspector

Charlotte Whalley

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager and the inspector completed a tour of all areas of the setting and discussed the activities on offer.
- Children confidently communicated with the inspector during the inspection.
- The inspector spoke to three parents during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

We carried out this inspection 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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