

Inspection of Wraparound @ Whipton Barton

Whipton Barton Federation, Hill Lane, Exeter EX1 3JP

Inspection date: 5 January 2024

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Leaders and staff create a comfortable and well-organised environment in which children can relax and have fun with their friends. Children arrive excitedly and make independent decisions in their play from the good range of resources. They behave and play together cooperatively, such as waiting for their turn patiently during games and asking their friends politely to play quietly so as not to wake the doll they have just tucked into bed for a sleep. Staff are playful and friendly, which helps the children to feel happy and confident. Children play card games with each other and with staff, eagerly requesting another game when someone wins a round.

Staff support children's well-being effectively. They listen to children, giving them their full attention, and they value their thoughts and ideas. Staff praise children enthusiastically. The children talk about themselves with pride, such as telling staff that they are 'good at being caring' and about their likes and favourite things.

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

- Leaders review the setting routinely and reflect well on how to make changes to benefit children. For example, they have acquired the use of an additional room at the school, to help some children to settle quicker in a smaller and quieter space. This has supported children to engage more deeply in their activities.
- Leaders and staff take the time to get to know the children and build their self-confidence, such as encouraging them to talk about themselves. Staff take account of the children's interests and likes when planning activities and setting out the toys. Children enjoy their time at the setting and concentrate well for long periods of time.
- Leaders and staff have a secure knowledge of safeguarding, to enable them to recognise concerns about a child's welfare and take any action as needed. They understand what to do in the event of an allegation against a member of staff, including knowing how to escalate this to the relevant agencies.
- Staff are patient and reassuring and encourage children to manage tasks for themselves. For example, they say, 'You can do this, you're awesome'. This helps children to develop a 'can-do' attitude and to try new things.
- Staff are clear with children about the expectations for their behaviour, which helps the children to learn the social skills needed to make friends. For instance, staff kindly and gently remind children to wait until other people have finished speaking rather than interrupting.
- Children feel welcome and develop a strong sense of belonging at the setting. They form close bonds with each other and with staff. For example, they call goodbye and wave to their friends when they leave and fondly initiate 'high fives'

and fist-bumps with adults.

- Staff teach children how to keep themselves safe. They explain the reasons for the rules to children, such as why it is important to sit on chairs properly, and help them to recognise and manage risks, such as when using and carrying scissors.
- Staff share information with parents about the children's time at the setting. Parents say their children enjoy attending and comment positively about their children's experiences. In particular, parents talk about the warm and caring staff team and the planned activities that children take part in.
- Leaders work closely with the school to share information about children, to provide continuity in their care and promote their health and welfare.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2731707
Local authority	Devon
Inspection number	10325829
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	60
Number of children on roll	65
Name of registered person	Steer Sports and Education Limited
Registered person unique reference number	2719212
Telephone number	07495987807
Date of previous inspection	Not applicable

Information about this early years setting

Wraparound @ Whipton Barton registered in 2023 and operates from the site of Whipton Barton Federation in Exeter, Devon. It offers childcare from 7.45am to 8.30am and from 3.15pm to 6pm, each weekday, during term time. There are 9 staff, including the manager, six of whom hold relevant qualifications to at least level 2.

Information about this inspection

Inspector

Sarah Madge

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 provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between staff and children.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.

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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