

School Wrap

Long Buckby Junior School, South Close, Long Buckby, NORTHAMPTON, NN6 7PX

Inspection date

27/01/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

2

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

2

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

2

The quality and standards of the early years provision

This provision is good

- Staff provide a good range of activities, which successfully complements and extends the learning children receive in school and pre-school.
- Children are confident, settled and enjoy their time in the provision. They develop strong attachments with the staff, which effectively supports their emotional well-being.
- Staff implement robust procedures to ensure children are safely collected from other provisions. They are fully aware of their responsibilities to protect children from abuse and harm, which ensures children are protected at all times.
- Staff successfully establish close links with parents and staff at the infant school and pre-school. This results in an integrated approach to the children's care, learning and development.

It is not yet outstanding because

- There is scope to expand the range of resources and activities available in the outdoor environment to further support children's development across all areas of their learning. As a result, learning opportunities are not always fully optimised in the outdoor environment.

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 conducted a tour of the premises during the inspection and accompanied the staff when they collected children from other childcare provisions.
- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held meetings with the registered provider and manager of the provision.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and discussed self-evaluation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Ann Austen

Full report

Information about the setting

School Wrap was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a private provider and operates from a designated room within Long Buckby Junior School, in the village of Long Buckby, Northamptonshire. In addition, children have access to the school hall, library and outdoor play areas. The club serves the local area and is accessible to all children.

The club employs three members of childcare staff. Of these, two members of staff hold appropriate early years qualifications at level 3 and above; including one member of staff with Qualified Teacher Status. The club opens Monday to Friday from 7.15am until 9am and from 3.15pm until 6pm during term time and a holiday club operates from 7.30am until 6pm. Children attend for a variety of sessions. There are currently six children attending who are in the early years age group. The club supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend the range of resources and activities in the outdoor environment to further support children's development across all areas of their learning.

Inspection judgements

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

Children enjoy attending the before and after school club and holiday provision. They have fun and demonstrate a positive attitude towards their play after a busy day at school. This is because staff provide a good range of activities, which effectively compliments and extends the learning children receive in provisions where they spend more. Staff communicate successfully with reception teachers at the local infant school and pre-school. They regularly share and exchange information about the children in their care; including planning documentation. In addition, parents provide 'all about me' information so that staff are aware of children's interests and preferences, which successfully supports the settling-in procedures. Staff subsequently use ongoing observational assessment to continue to plan children's next steps across all areas of learning. Children's achievements are recorded by their key person in individual record folders. Planning is flexible and often influenced by the children's choices, ideas and play preferences. Staff form positive relationships with the parents. They engage in verbal discussions with parents at drop-off and pick-up times regularly sharing children's achievements and ongoing progress. Parents comment that they are pleased with the way staff support their children's continuing

learning and development and that a good range of activities are provided.

Children confidently make choices in their play and learning; independently choosing from the range of activities and resources provided. They persist at their chosen activity for a sustained period of time. For example, children concentrate as they carefully draw pictures and use tools, such as the scissors with growing precision. Children show pride in their achievements and eagerly show others. Staff play alongside the children; their interactions are consistently positive and cheery. They use appropriate questions and engage children in conversations to support and promote their developing language and literacy skills. For example, staff encourage children to describe what they are doing as they play with the small world resources and help them to name and sound the letters of the alphabet as they use the alphabet stickers. In addition, staff support children who speak English as an additional language. They provide visual aids, such as pictorial menu cards to support children's developing vocabulary. Children are learning to appreciate diversity and the world around them. For example, children create lanterns to celebrate Diwali and bake apples to celebrate the Jewish New Year.

Children form friendships with one another. Early years children interact well with older children and become involved in their play. For example, older children help early years children to make puppets for the puppet show. In addition, children participate in team games, therefore learning to work together as a group while developing their knowledge of the rules of games. Manipulative skills are practised as children play with the construction toys. In addition, children develop their hand-to-eye coordination as they use the hammer to bang the pegs into the wooden blocks. Children enjoy being physically active in the outdoor environment. They balance, swing and hang upside down on the 'trim trail' equipment and develop their number recognition skills as they play hop scotch. In addition, children enjoy wearing the miner's headlamp headband, which enriches their hide and seek play as it becomes dark. However, the range of additional resources and activities provided in the outdoor environment to further support children's play and development are not yet fully developed. For example, children having opportunities to extend their learning of the natural world. As a result, learning opportunities in the outdoor environment are not always fully optimised.

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

Children are confident, settled and enjoy their time in the provision. They demonstrate that they feel at safe and secure and interact well with their key person, staff and their peers. For example, children seek reassurance if required, freely chat to the staff and willingly include them in their chosen activities. This makes a strong contribution to children's emotional well-being and progress. Staff gain a good range of information about children's care needs, prior to them starting, which helps to support transitions from their home into the provision. For example, information is obtained about any known special dietary and health requirements. This effectively promotes continuity in their care and supports their continual well-being. In addition, staff successfully work in partnership with the village infant school and pre-school to continue to support smooth transitions between the different environments as the beginning and end of the school day. For example,

information is exchanged about children's care and learning.

The premises are safe and welcoming to children and their families and the staff are deployed appropriately. This ensures the well-being of the children attending. In addition, children's art work and photographs are displayed, which effectively promotes their sense of belonging. Records are accurately kept of any accidents and a sufficient number of staff have attended paediatric first aid training. Children help to devise the rules and boundaries for acceptable behaviour; the 'Wrap rules'. This gives them ownership and confidence to manage their own behaviour. As a result, children learn to share, to listen and respect others and to look after their environment and resources. Children receive praise and encouragement for their endeavours and achievements, which boosts their confidence and self-esteem. In addition, staff initiate a reward incentive scheme; children are awarded 'tokens' for their achievements and contributions to the group, such as proactivity helping to tidy away the resources. This results in a treat for all children. For example, the children recently enjoyed a chocolate fondue tasting session as a reward for their efforts. Staff successfully support children to develop their understanding of dangers and how to feel safe. For example, children learn why it is important to walk sensibly and wear the high visibility jackets when being escorted to and from school. In addition, staff support children to carry tools, such as the scissors safely.

Staff support children's understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. They enjoy nutritious snacks, which includes fruit, ham and cheese filled wraps and soup, and their individual dietary requirements are met. Snack time provides opportunities for social development and staff effectively use this time to encourage children to develop their self-care skills and take responsibility. For example, children spread butter on their rolls and help to clear away their own utensils when they have finished. Children are learning about the need for good hygiene practices as they routinely wash their hands before mealtimes and after visiting the toilets. This helps to prevent the spread of cross-infection.

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

Management and staff are clear of their responsibilities towards protecting children from harm and neglect. They understand the indicator signs of abuse and neglect and know how to liaise with the appropriate agencies should they have concerns about a child in their care. Furthermore, children are safeguarded through the implementation of clear recruitment, vetting and induction procedures, which ensures the suitability of staff working with them. For example, management obtains enhanced Disclosure and Barring Service checks for all members of staff. Staff supervise the children well and undertake daily risk assessments to ensure that the premises, equipment and outside environment is safe. This ensures children can play in a safe, secure environment where risks are minimised. In addition, staff implement robust procedures to ensure children are safely escorted to and from the village school and preschool; always ensuring that they hold the hands of early years children. Management implements a good range of written policies

and procedures, which supports the safe and effective management of the provision and are available to parents. Visitors are asked to provide full identification and are asked to sign into the visitors' book.

Management and staff have a good overview of the requirements of the revised Statutory framework for the Early Years Foundation Stage in order to guide their practice. As a result, planned activities successfully compliments the children's learning. In addition, management has recruited appropriately qualified staff, who provide a warm and friendly environment for children to learn through play after a busy day at school. Management monitors staff performance informally through their observations and working alongside staff. Supervision and appraisals meetings are scheduled, weekly planning meetings take place and the staff's professional development is actively encouraged. For example, unqualified staff members are supported to obtain appropriate childcare qualifications. Management and staff demonstrate a strong commitment to the continual development of the whole provision. They use self-evaluation to identify their strengths and areas for development. As a result, targets have been set for future improvement. In addition, management effectively uses questionnaires to obtain the views of parents and children and advice is welcomed from the local authority development workers.

Management and staff develop good relationships with the parents. Parents speak warmly of the staff and the provision as a whole. They state that 'staff are friendly and know the children well, they create a relaxed, homely environment' and 'my children thoroughly enjoy their time there'. Staff are aware of their responsibilities to support children with special educational needs and/or disabilities in order to ensure their continuing needs are met. However, at the time of the inspection staff had not yet been required to implement this in practice. Management and staff successfully work alongside other providers who deliver the Statutory framework for the Early Years Foundation Stage to ensure continuity and consistency in the children's learning and development. They regularly share information about the children's care, learning and development which is effectively used to compliment the learning they receive in other provisions.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

Unique reference number	EY467087
Local authority	Northamptonshire
Inspection number	933896
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	6
Name of provider	Jennifer Aileen Osborne
Date of previous inspection	not applicable
Telephone number	01327842445

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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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