

# B J Wrap Around CIC

BURTON JOYCE PRIMARY SCHOOL, Padleys Lane, NOTTINGHAM, NG14 5EB

## Inspection date

Previous inspection date

10/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- All staff teach children skilfully, using focused planning and an extensive range of learning opportunities in and out of doors to engage children fully. Activities are stimulating and challenging developing children's independence and keenness to learn.
- Children gain an outstanding awareness of safe and healthy lifestyles as staff have an exceptional understanding of how to safeguard children and how to plan and provide challenging physical activities and a nutritious diet.
- Staff implement excellent systems to monitor children's development and plan for their next steps. This means that all children make rapid progress in relation to their starting points and are fully prepared for the next stage in their learning.
- Highly supportive relationships exist between parents and staff that are beneficial to children's learning and development. There are excellent partnerships with local schools and other agencies to fully promote the care and learning of all children.
- Staff and managers offer the highest quality service for children and families and constantly reflect and evaluate all aspects of the provision, striving for excellence. This ensures practice continually improves and that each individual child is fully supported.

## 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 observed children's activities in the indoor and the outdoor learning environment.
- The inspector held a meeting with the proprietor and spoke at appropriate times to staff throughout the sessions.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Tina Garner

## Full report

### Information about the setting

B J Wrap Around CIC registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms within Burton Joyce Primary School in Nottinghamshire. The setting has access to both their own and the schools outdoor play areas. Children attend from Burton Joyce village and surrounding area. The setting is accessible to all children. The setting employs 12 members of childcare staff, of these, 11 hold appropriate early years qualification at level 3, with one staff member currently training. The setting opens Monday to Friday, offering full day care from 7.30am until 6pm and this includes breakfast and after school care for older children attending school. There are 250 children on roll. Of these, 67 are in the early years age range. Children from three years to 11 years of age attend the setting and attend for a variety of sessions. The setting provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- consider increasing the use of wheeled toys in the outdoor area to enhance children's physical development further.

### Inspection judgements

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

The setting consistently achieves high standards across every aspect of its work with very strong educational programmes in the areas of learning for all children. Assessment is precise and includes all those involved in each child's learning. Staff rigorously research children's entry levels and achievements. They closely monitor their progress at measured intervals using the Every Child a Talker programme and very detailed individual educational plans. Key persons have a good understanding of the requirement for the progress check at age two and are in close contact with children's parents. Staff use all of this knowledge to secure timely interventions and support, based on a comprehensive knowledge of the child and their family background. There is an extremely sharp focus on helping children to acquire communication and language skills and on supporting their physical, personal, social and emotional development. This helps all children make rapid improvement in their learning from their starting points with gaps closing noticeably through recognised small steps.

Staff teach children to become extremely independent. As a result, they wash their hands before eating, butter their own crackers at snack time and find their raincoats and boots before going outside. Children confidently self-select resources to extend their own play

and are taught to put the resources back where they belong after use. Staff plan an exciting range of small and whole group activities, which prepares all children extremely well for formal learning. They listen intently during group time, recall the events of the morning and are confident to make suggestions and predict what might happen next. For example, children talk about the flowers they have planted and what they might need to make them grow. They successfully recall that flowers use their roots to draw water from the soil. Staff give children time to respond to questions and respect their efforts, so all children want to take part. They offer impeccable, tailored comments to extend children's communication and language skills. Excellent use is made of clear speech and these focused group sessions enable children to extend their communication and use of words. Children receive very good support to develop their early reading and mark-making skills. They hear sounds of initial letters, recognise name cards on arrival and become familiar with symbolic pictures of aspects of the session. Children confidently try out their early writing skills as they, unprompted, write their names on the easel and independently use the interactive board. Staff provide a carefully resourced craft area, where children confidently use small tools, such as scissors and hole punches to practise their small muscle skills and develop their skills in creative arts and design. Children further gain confidence in their information and communication technology skills through their access to a wide range of electronic toys, equipment and computers, such as using disposable cameras.

Parental involvement is an outstanding feature of the setting. Parents state how the welcoming and flexible attitudes of the staff help them and their children settle. Daily conversations between parents and staff enable a flow of information that is highly beneficial to each child's progress. Communication through the parents forum, induction pack, questionnaires, website and newsletter enables parents to be familiar with all aspects of provision and be able to contribute to it. Key persons meet with parents regularly to share detailed information about children's progress. Staff use this opportunity to discuss ways in which parents can get involved in supporting children's learning at home. Overall, staff are very conscientious and thorough in the attention they give to the children. They are extremely skilled in engaging children in very well-planned activities and highly imaginative in their use of songs, rhymes and unplanned opportunities to promote children's progress quickly. Consequently, staff prepare children as much as possible for their move into full-time education.

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

The nursery staff provide exceptionally good support for children's emotional well-being. Staff greet children warmly and children come into the setting very happily, often approaching members of staff for a special greeting and a hug. Relationships throughout the setting are extremely warm and supportive, children are clearly very comfortable with all of the adults, including the provider. The key person system, whereby staff take special responsibility for particular children, supports all children exceptionally well, but in this small group all of the staff are well known to the children. For example, a member of staff who has just been allocated a particular child is able to explain about his learning and development in detail. Staff offer children who are less confident sensitive individual

support, such as by taking them to a quiet corner for a story. Overall, the staff team demonstrate a thoughtful and highly effective approach to supporting children's emotional well-being and confidence, so children are ready to learn through exploratory play.

Children access a wealth of high quality resources and play materials that fully cover the seven areas of learning, both indoors and outdoors. Many of these incorporate natural materials and are stored at the children's level, which encourages them to make their own choices about play things. Based on children's previous interests and preferences, staff provide exciting combinations of equipment to attract and challenge children. For example, children are keen to play in the role-play area, which is currently a garden centre with real fruits, vegetables and herbs. They eagerly help to set up a monster swamp outside and thoroughly enjoy playing imaginatively with the dinosaurs. Children receive abundant support to increase their levels of self-control during activities and their confidence in social situations. They are highly supported to behave in ways that are safe for themselves and others. They receive guidance about clear boundaries so they know what adults expect of them. Staff are excellent role models as they offer words children may use to ask for a toy. Staff give consistent, emphatic praise for commendable behaviour, such as children using their initiative and spontaneously clearing up equipment.

Staff are highly effective at planning activities to nurture children's cooperation. For example, children receive consistent support to set up the snacks independently. Staff sit with children as they eat their meals, engaging in conversations which heighten children's awareness of the foods which are good for them. This helps children to understand how to eat healthily. Staff actively remind children to follow positive hygiene routines, such as hand washing, to reduce the risk of germs spreading. Staff make sure children have lots of opportunities to engage in physical play activities. Children take part in forest school activities, develop their balancing and climbing skills and engage in a wide range of games using balls and other equipment. This supports children in a healthy lifestyle and in developing and extending their physical skills. However, wheeled toys and bicycles are sometimes harder for children to access. Staff support children's growing understanding of how to keep themselves safe. Children are developing an excellent understanding of how to manage risks and challenges relative to their ages and stages of understanding. For example, when being very active outdoors, they skilfully avoid one another and take calculated risks as they climb challenging equipment. Throughout the session, they responsibly and safely use a wide range of tools, including scissors and table knives. The staff take much thought and care over transfers into the school. Staff have highly effective partnerships with the early years staff in the foundation unit. The Reception class teacher regularly visits the setting so that older children are extremely confident when moving on to school.

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

The leadership and management team have an exceptional awareness of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Inspirational leadership, which continually seeks to achieve excellence

in every aspect of their work, motivates staff to challenge themselves to provide outstanding opportunities for all children. Management carry out rigorous checks on the suitability of staff and have a robust and safe recruitment system. This, together with an extremely thorough induction process for all staff, helps to keep children safe from harm. The setting has robust policies, including those for safeguarding. All staff attend child protection and paediatric first-aid training. As a result, staff have an excellent understanding of reporting and recording concerns about children. All required documentation is in place and the management team have a clear awareness regarding the need to inform Ofsted of any significant incidents or changes, as required. Rigorous systems are in place to identify visitors to the setting and admission gates have keypad security, which helps to keep children safe. Staff are meticulous in carrying out checks to keep the premises and equipment safe and clean to protect children's health.

Highly effective systems are in place for staff reviews and regular supervision. The management team have meticulous systems for monitoring policies and procedures and for ensuring that all staff develop an outstanding knowledge and understanding of these. Exceptional reflection on all aspects of practice using a range of local and national self-evaluation, quality assurance and improvement documents, ensures that practice is continually evolving and improving. For example, reflection on language development has led to the setting intending to employ a speech and language therapist, to work with staff and parents to further develop the promotion of language. The management team ensure that all staff are aware of current priorities for improvement, for example, the area of physical development and outdoor play. The manager and staff have an outstanding knowledge of the individual needs of children and support all children to make progress by using and analysing the data they collect to inform their future planning. This information is effectively used to identify gaps in provision and learning both of individuals and groups for children.

The setting has excellent links with other settings and the local schools. The proprietor has developed excellent links with outside agencies and knows how to access additional advice and support, if required, for individual children. Staff develop warm, nurturing yet highly professional relationships with parents and strive to ensure that all parents are involved in the care, learning and well-being of the children. For example, parents receive monthly newsletters which provide detailed information about activities, forthcoming events, changes in the setting and what the children have been doing. Parents contribute to the children's learning via sharing detailed information regarding children's achievements at home. Parents' views are regularly sought through questionnaires and the management team incorporates their views into the self-evaluation and monthly targets. Parents and grandparents are actively encouraged to become involved in the setting, for instance, they are invited to stay and play sessions. Regular information about the life of the setting is provided through updated noticeboards, the settings website and via parent forum meetings. Staff provide excellent information to support parents to promote children's development in the home, such as offering in-house phonics training. Parents speak extremely positively about the professionalism and caring attitude of all staff and the inspirational management team.

## 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

<b>Unique reference number</b>	EY465971
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	935278
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	250
<b>Name of provider</b>	B J Wrap Around CIC
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01159313562

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

