Farlington Wrap Around Solent Infant

Unique reference number (URN): EY313689

Address: Solent Infant School, Evelegh Road, Portsmouth, Hampshire, PO6 1DH

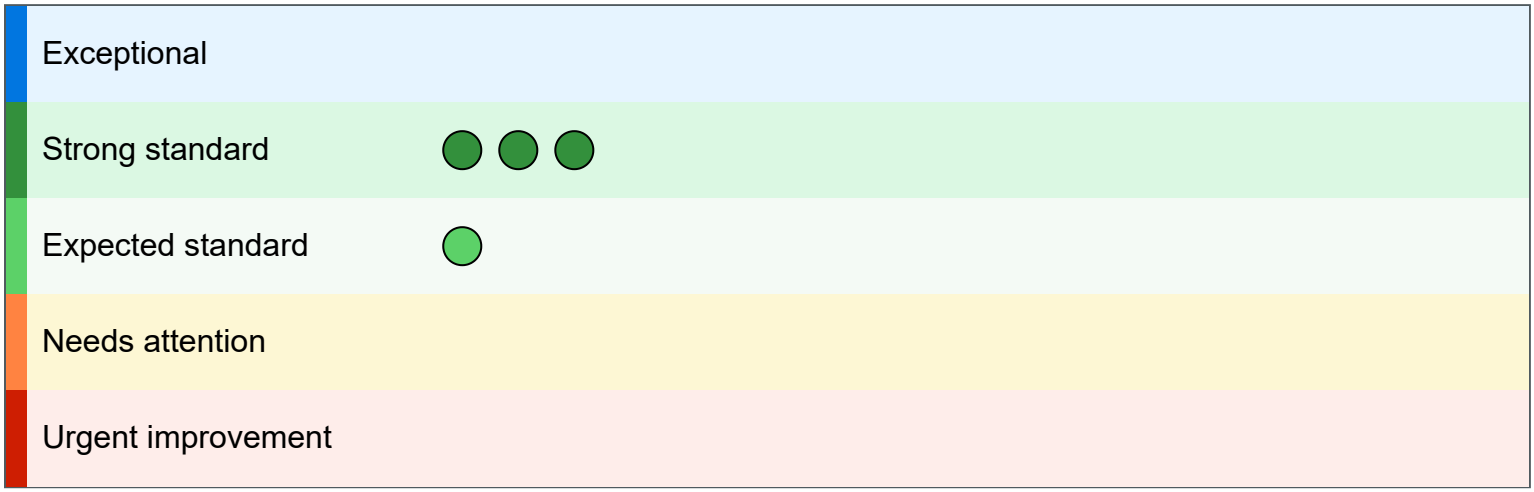
Type: Childcare on non-domestic premises

Registered with Ofsted: 18/07/2005

Registers: EYR, CCR, VCR

Registered person: Farlington Wrap-Around Service Ltd

Inspection report: 28 November 2025



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Children's welfare and well-being

Strong standard

Staff consistently promote children's independence and understanding of healthy lifestyles. They have formed trusting and positive relationships with the children and create opportunities for them to make decisions for themselves. This included gathering their views on the activities that interest them. This successfully motivates children's participation in a wide and varied range of experiences.

Children confidently follow the routines. They take ownership of their self-care, demonstrating responsibility for serving their own meals and disposing of waste food. Children independently wash and dry up their own cups and plates. They make a strong contribution to the smooth operation of their wraparound provision with support from staff. For example, children learn the rules about physical safety as they complete health and safety checks. This helps to develop children's sense of responsibility and wellbeing.

Leaders and staff work extremely well with parents. They share useful information about the role of key adults and how they provide individual care for children. Leaders communicate effectively through regular newsletters. This includes useful information on how parents can support their children to stay safe at home online.

Inclusion

Strong standard

Leaders and staff proactively promote an inclusive culture. They make it a priority to get to know the children and families extremely well and adapt their environment to meet the children's needs. Leaders continually review processes and paperwork to ensure they are consistent and swift to respond to children's needs. They have made recent amendments to make sure they have all the essential details to bring about the most effective interventions when needed. They make purposeful use of this information to enhance opportunities for children who may need additional support.

Leaders work incredibly well with parents and teachers to fully understand children's needs. Daily conversations ensure this information remains current. Leaders work very closely with other agencies to provide opportunities for children during holidays. This includes sourcing additional finance for specific one-to-one support. Leaders use funding very effectively. This

helps to ensure all children, including those with special educational needs and/or disabilities (SEND), fully engage in the activities.

Staff purposefully use their training to support children's mental health. This has enabled them to sensitively tune into the individual needs of children and support their emotional wellbeing to a high level. Staff gain expert knowledge on children's complex medical needs to assure their safety and welfare. As a result, staff effectively remove barriers and ensure every child can fully participate.

Leadership and governance

Strong standard

Leaders have a strong vision and want children to enjoy coming to the wraparound provision. They strive to provide the best opportunities. Occupancy has grown since the last inspection. Based in a military area, there are a number of families with a parent serving abroad. Leaders are extremely proactive in accessing additional funding to support the children and families. For example, they have sourced funding to purchase bus passes. This enables parents without transport, or funds to pay for travel, to access provision for children during summer holidays.

Leaders work strategically with government organisations to help shape future breakfast clubs. They liaise with the local authority, actively engaging in discussions and audits. Leaders are resourceful and work with other agencies, effectively signposting families to additional help.

Leaders provide valuable support for staff workload and wellbeing. They prioritise professional development and believe it is integral to improving practice and ensuring staff's knowledge is current. Recent examples of training include managing children's behaviour. This helps staff take a positive, inclusive approach in their delivery.

Leaders consistently reflect on practice. They evaluate their service with parents, staff and children. This helps to continually enhance provision.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard

Leaders and staff work together with children at the beginning of the academic term to establish wraparound rules. Children behave exceptionally well. They display respectful manners and staff praise them frequently. As they transition to the wraparound provision from the classroom, the first child holds the door for all the others and then follows behind. There is no hustling or bustling to carry out this task, it is an established part of the normal routine.

Children play well together. For example, during a craft activity, they take it in turns to share the popular coloured pens. Staff remind them of the rules, to click the lid so they do not dry

up. Staff introduce group games during outdoor activities to encourage children to collaborate together.

Leaders always promote the importance of punctuality and attendance at the Holiday Activities and Food programme. They believe this is integral to their work with the most disadvantaged children. However, they are less consistent with wraparound breakfast club attendance.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children are keen to attend and behave exceptionally well. They excitedly emerge from their classes to meet key persons. Children show a strong sense of responsibility. They spontaneously open the door for people and hold this until everyone has passed through safely. Children demonstrate a secure understanding of the routine and are very familiar with the environment. They show a sense of pride as they follow the group rules. Children settle in quickly and take responsibility for their belongings, such as skilfully placing their coats on the hangers.

Experienced and familiar staff help children to begin to understand the importance of a safe environment. Children use clip boards and carry out routine inspections of the wraparound areas. They check there is soap in the bathroom and put out hazard signs when there is water on the floor. This helps children to develop responsibility and feel valued as they discuss their findings with staff.

Children are extremely independent. At mealtimes, children select from the healthy options and serve their own food using tongs. They are very well mannered, consistently saying please and thank you. Snack time is an incredibly sociable experience. Children sit together with staff and excitedly chat about their day. Staff are good role models and use praise often. This helps to develop children's wellbeing and sense of belonging.

Children engage in a wide variety of well-planned activities. They particularly enjoy the 'clean mud' and squeal in delight, saying that it is 'slimy' and smells of soap. Children enjoy an extensive range of opportunities to support their physical development. For example, children listen and follow game rules and readily participate with their friends in ball games. Enthusiastic staff join in the games, showing great interest in the children's play.

Next steps

- Leaders should strengthen strategies to develop a more consistent approach to reducing attendance barriers in their close work with families.

About this inspection

The inspector spoke with leaders, practitioners, parents and children.

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.

Inspector:
Lindsay Osman

About this setting

Unique reference number (URN): EY313689

Address:
Solent Infant School
Evelegh Road
Portsmouth
Hampshire
PO6 1DH

Type: Childcare on non-domestic premises

Registration date: 18/07/2005

Registered person: Farlington Wrap-Around Service Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:15 - 09:00,Monday,Tuesday,Wednesday,Thursday,Friday : 15:15 - 18:00

Local authority: Portsmouth

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 28 November 2025

Children numbers

Age range of children at the time of inspection

3 to 7

Total number of places

65

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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