



Small Beginnings; Endless Possibilities

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."
Matthew 13 31-32

Wraparound Care Policy

Policy agreed (date):	November 2026
Policy published (including on website) (date):	November 2026
Next review (date):	November 2028

This policy framework outlines the vision, purpose, structure and operational guidelines for the Before and After School Club provision in line with our school's Christian ethos and values: *Compassion, Curiosity and Courage*, inspired by the parable of the mustard seed (Matthew 13:31–32) — *Small beginnings; Endless Possibilities. Growing together in Compassion, Curiosity and Courage.*

This policy is informed by statutory requirements and best practice from the Department for Education (DfE), including guidance such as [Working Together to Safeguard Children \(DfE, 2018\)](#), [Keeping Children Safe in Education \(DfE, 2023\)](#), and the [Ofsted Education Inspection Framework \(2019\)](#) alongside guidance from the [Ofsted Out-of-School Settings Toolkit \(updated 2025\)](#).

1. Vision and Rationale

1.1 Faith-Based Ethos

The Before and After School Club provision will reflect the school's Christian ethos, encouraging children to grow in *Compassion, Curiosity and Courage*. Anchored in the teachings of the parable of the mustard seed, the club will promote the belief that every child's small beginning has limitless potential, nurtured through dedicated care and opportunity.

1.2 Aims

The club aims to:

- Provide a safe, secure and welcoming environment before and after the formal school day.
- Offer enriching experiences that complement and extend learning.
- Support the needs of working families by offering flexible, reliable childcare.
- Promote children's personal development beyond the curriculum, supporting their social, emotional and moral growth in line with Ofsted's personal development judgement area.

- Align provision with Ofsted's 2025 toolkit guidance ensuring good practice is embedded through staff training, evaluation and planning.

2. Legal and Statutory Compliance

2.1 Registration and Ofsted

Clubs operating for more than two hours daily for under 8s must be registered with Ofsted on the Early Years or Childcare Register (as applicable).

Even where registration is not required, the setting must demonstrate compliance in the following areas under the [Ofsted 2025 Out-of-School Settings Toolkit](#):

- Safeguarding and welfare requirements
- Suitability and training of staff
- Risk mitigation and health and safety
- Child development and the quality of provision

2.2 Safeguarding

This provision is part of the school's safeguarding system and adheres to [Keeping Children Safe in Education \(2023\)](#). All staff are required to:

- Undergo enhanced DBS checks
- Complete annual child protection training
- Follow the school's Safeguarding and Child Protection Policy
- Engage with the Designated Safeguarding Lead (DSL) for concerns or disclosures
- Meet expectations in line with Ofsted safeguarding criteria, including establishing a safe culture and whistleblowing procedures

2.3 Health and Safety

The club operates under the Health and Safety at Work Act 1974 and follows the school's Health and Safety Policy. Risk assessments will be completed regularly (and at least termly) as per Ofsted toolkit recommendations, and staff will be regularly trained in emergency first aid, evacuation and accident prevention.

3. Organisation and Structure

3.1 Operating Hours

- **Before School Provision:** 7:45am – 8:45am
- **Breakfast Service:** 8:00am – 8:15am
- **After School Provision:** 3:15pm – 6:00pm

Flexible provision will be considered based on community needs through stakeholder consultation.

3.2 Admissions and Attendance

- Open to all pupils on roll, with priority given to vulnerable children, pupils with SEND, and children of working families.
- Attendance monitored daily and reported termly to the governing body.
- Waiting lists operated fairly, based on transparency and equality in line with Ofsted recommended admissions practice.

3.3 Staffing and Ratios

According to best practice outlined in the [Ofsted 2025 Toolkit](#):

- Children aged 4–8: Adult:pupil ratio of 1:8
- Children aged 8 and above: Recommended ratio of 1:10
- At least one qualified Level 3 practitioner or equivalent per session
- Paediatric first aid qualification requirement for at least one staff member per session
- All staff to undertake safeguarding induction and access continuous professional development (CPD)

4. Curriculum and Enrichment

4.1 Programme Design

Provision aligns with the DfE's extended learning objectives and the Ofsted Toolkit, engaging pupils in:

- Physical activity (aligned to PE and Sport Premium aims)
- Arts and creative projects
- Outdoor learning and environmental activities
- STEM-focused curiosity challenges
- PSHE-based social and emotional learning
- Pupil voice projects to extend metacognitive development

4.2 Promoting School Values

Each session nurtures:

- **Compassion** through inclusive play, team-building and care for others
- **Curiosity** through inquiry-rich activities and project-based learning
- **Courage** by encouraging children to try unfamiliar tasks and develop resilience in a secure setting

Themes relate to collective worship and Christian distinctiveness through storytelling, opportunities for reflection and character development.

5. Roles and Responsibilities

5.1 Headteacher

- Strategic oversight
- Quality assurance
- Ensures vision and policies are upheld

5.2 Club Leader

- Daily operation of the provision
- Staff deployment and supervision
- Planning of activities
- Ensures compliance with [Ofsted 2025 Toolkit](#) standards

5.3 Designated Safeguarding Lead

- Advises on safeguarding procedure and supports staff
- Receives and responds to disclosures in accordance with statutory duties
- Maintains safeguarding records

5.4 Governing Body

- Monitors effectiveness and value for money
- Ensures compliance with key legislation and Ofsted guidance
- Reviews termly performance including feedback, uptake and safeguarding

6. Behaviour, Inclusion and Wellbeing

6.1 Behaviour

Behaviour is managed in line with the whole-school Behaviour Policy using a restorative and positive behaviour approach. Staff will model school values and manage behaviour empathetically and consistently.

6.2 Inclusion

- The club promotes inclusive practice under the [Equality Act 2010](#)
- Children's individual needs are met through appropriate reasonable adjustments
- SEND plans (including EHCPs) are shared, where necessary, with club staff

6.3 Wellbeing

- Regular emotional check-ins with children
- Time and space provided for transition between home and school
- Mental wellbeing supported through quiet zones, mindfulness activities and access to resilience resources
- Emotional literacy support aligned with PSHE curriculum

7. Partnership with Parents

- Parents receive regular communication outlining programme activities, fees and updates
- Feedback is sought through surveys, meetings and open comments
- Concerns addressed according to the school's complaints procedure
- Parent partnership links reinforced through shared learning projects and contributions to planning

8. Food and Nutrition

8.1 Breakfast Service

Healthy breakfast choices served daily from 8:00am to 8:15am. Menu includes:

- Wholegrain cereals
- Toast with reduced-fat spreads
- Fresh fruit

- Low-sugar dairy products
- Water or milk

In compliance with [School Food Standards \(DfE, 2014\)](#).

8.2 After-School Snack

Nutritious snacks provided after the school day:

- Fruit and vegetable platters
- Wholegrain crackers, rice cakes or wraps
- Dairy-based snacks
- Water available continuously

Dietary needs and allergies are managed in consultation with families. Allergy charts maintained in line with Ofsted hygiene and health standards.

9. Booking and Payment

9.1 Booking Procedures

- Bookings made via online platform or school office
- Termly bookings encouraged to aid staffing and planning
- Emergency places can be requested; availability not guaranteed

9.2 Payment of Fees

- Fee structure reviewed annually by the Governing Body
- Payments due in advance; arrears may result in temporary suspension of place
- Support available for eligible families including Pupil Premium allocations or exceptional hardship cases

10. Monitoring and Evaluation

- Ongoing monitoring via session checklists, participation logs and feedback forms
- Half-termly observations and feedback reviewed using the [Ofsted Out-of-School Settings Self-Evaluation Toolkit \(2025\)](#)
- Annual report presented to governors detailing:
 - Attendance and demographics
 - Safeguarding incidents
 - Engagement against strategic priorities
 - Impact on pupil wellbeing, learning and development
 - Staff CPD and development priorities

11. Policy Review

This policy will be reviewed every other year or sooner should new legislation or statutory guidance, including future updates to the [Ofsted 2025 Toolkit](#), become available.

Linked Policies:

- Safeguarding and Child Protection Policy

- Behaviour Policy
- SEND Policy
- Health and Safety Policy
- Equality and Inclusion Policy
- Food Policy
- Privacy and Data Protection Policy

This provision embodies our school's core values and vision: nurturing potential through *Compassion, Curiosity and Courage*, rooted in God's love and the belief that from *small beginnings come endless possibilities*.

