

Farlea Childcare (St. Marys)

Inspection report for early years provision

Unique reference number EY386044
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Inspector Shirley Amanda Wilkes

Setting address St. Marys RC Primary School, Hunter Road, CANNOCK,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Farlea Childcare (St. Marys) opened under current owners in 2008. It is run by Farlea Childcare Ltd and operates in the nursery classroom within St. Mary's Roman Catholic Primary School in Cannock, Staffordshire. A maximum of 24 children may attend the setting at any one time. There are currently 58 children on roll. Of these, 27 are in the early years age group. Children come from a wide catchment area. The setting is open each weekday from 07.30 to 08.45 and from 11.30 to 18.00 during school term time. All children share access to the enclosed outdoor play area which is accessed directly off the nursery classroom. The setting employs five members of staff whom work with the children. Of these, three hold appropriate early years qualifications and two are working towards a qualification.

Overall effectiveness of the early years provision

The overall provision is good. Children are supported well and consequently, they make good progress in their learning and development. The setting has formed good relationships with parents and information is shared on a regular basis to ensure all children are included and their individual needs are met effectively. Self-evaluation has begun to ensure, that staff reflect on their practice and identify strength's and weakness and plan for future development. Risk assessments are used to identify and remove most hazards, however, the door to the outside play area still posses a risk to children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the outdoor play area to meet the needs of all the children
- ensure the door used by the children to gain access to the outside play area is made secure to prevent closure.

The leadership and management of the early years provision

Children benefit from a welcoming, stimulating and secure environment created by the staff. Records, policies and procedures are well-maintained and used effectively to promote positive outcomes for children. These are shared with parents to ensure they are fully informed of the setting's practices. Staff attend regular training to enable them to implement new ideas into their practice. They demonstrate a sound knowledge and understanding of Local Safeguarding Children Board procedures and are proactive in helping children to understand how to keep themselves safe.

Detailed risk assessments for all areas of the setting are completed so that any hazards are identified and minimised, however, the door used to access outdoor play still remains a problem area. Self-evaluation is an ongoing feature of the

provision and management ensure all users of the provision have an opportunity to contribute ideas and suggestions. Association with other professionals including other providers of the Early Years Foundation Stage (EYFS) allow staff to support and ensure children's needs are met effectively. This means inclusive practice is well promoted to help all children achieve their full potential.

Staff establish positive and professional relationships with parents and carers and recognise their contribution as partners in their children's care and well-being. Regular newsletters and information displayed on site keep parents informed of the activities and events within the setting. Parents have free access to their children's profiles and are invited to open evenings.

The quality and standards of the early years provision

Children benefit from good child-to-staff ratios. An effective key person system gives reassurance to children to feel safe and become familiar with the setting. The learning environment, with a wealth of displays of children's own art work, enhances their development. The routine of group time helps the children with their language development, as they speak confidently to their friends about what they have done today proudly showing their art work and construction masterpieces. They also enjoy sharing 'Ben Bear's' escapades when he spends time with them over the weekend.

The book area is made inviting, to encourage the children to help themselves to books and read stories with staff and peers. All children enjoy acting out, singing and listening to their favourite songs and enjoy listening to the story 'The Very Hungry Caterpillar' joining in when asked what words mean, for example, cocoon. Children are able to take home a book to be shared with parents at the weekend. They use paper, pencils and crayons in the writing area to make marks and write for a variety of purposes, for example, writing a letter and completing lists. Shaving foam on tables helps children to make shapes and form letters which the children all enjoy.

Skills needed for numeracy and problem solving are practiced daily during games and activities. Children have regular opportunities to count, for instance the number of children lining up for lunch, during singing and when making number lines using the marble numbers.

Playing in the sand and water helps children represent their experiences, feelings and ideas in a variety of ways. Art and craft activities are freely accessible to the children, with adults helping in the completion of the wall display on butterflies. They develop fine motor skills as they manipulate playdough with their hands and use rolling pins and cutters. They help staff make the dough and learn to measure the ingredients that are needed. Children's technology skills are generally well promoted, as they enjoy using the computers with suitable programmes and programmable roaming robot. The group celebrate various festivals, look at other cultures and taste different foods from around the world and have equipment which reflects the diversity of society. Children are able to freely access the outdoor play area, however the limited resources available at times does not meet

the needs of all of the children.

Children's health is nurtured as staff provide healthy and nutritious snacks which ensures children thrive. Children enjoy fresh fruit and vegetables on a daily basis and enjoy a hot lunch if required in the school dining room. Children access the water jugs in the room independently throughout the session. They understand the importance of basic personal hygiene and wash their hands before they eat and after using the toilet, playing in the sand, painting or other messy activities. Behaviour within the nursery is very good children understand and know what is expected. Children treat one another and staff with respect. Staff manage behaviour in a calm quiet manner and provide positive role models. The skills they develop through their time in the setting ensures they are prepared and will contribute to their future economic well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met