

Farlea Childcare (Gorsemoor)

Inspection report for early years provision

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Inspector Sally Ann Smith

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Kids Club (at Gorsemoor) opened in 2009. The setting is privately owned and managed and is part of a chain of settings run by the same provider. It operates from the nursery unit within Gorsemoor County Primary School Heath Hayes, Cannock, Staffordshire. The before and after school provision serves the local area and has strong links with the school. There is a fully enclosed play area available for outdoor play.

A maximum of 32 children under eight years of age may attend the setting at any one time. The setting also offers care to children aged over eight years. The setting currently has 45 children on roll. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. Access to the provision is via a level pathway.

The group opens five days a week from 07.30 to 09.00 and 15.00 to 18.00 during school term time only. Children are able to attend for a variety of sessions.

The setting employs four members of staff. Of these, three staff including the manager hold an appropriate early years qualification. The setting receives support and advice from the local authority and Staffordshire Out of Schools Association and 4Children.

Overall effectiveness of the early years provision

Overall, the quality of care is good. A warm and happy environment is provided where children enjoy themselves and have fun. Robust policies and procedures are effectively implemented by staff to promote children's safety, care and inclusion. The manager and staff demonstrate a strong commitment to improving practice so that children can make good progress in their all areas of their learning and development. Effective partnerships with parents and carers ensures consistent care for children and ensure individual needs are met.

What steps need to be taken to improve provision further?

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

- develop further knowledge of how to link observations to the early learning goals and evaluate practice effectively
- develop further children's understanding that people have different views, needs, cultures and beliefs that need to be treated with respect
- promote further the good health of children.

The leadership and management of the early years provision

The manager has clearly targeted areas for improvement in order to continually enhance the quality of care, learning and development for all children. All staff are involved in weekly discussions to evaluate the success of current planning and identify any adaptations required. Staff have a clear understanding of their roles and responsibilities in ensuring that children are provided with a stimulating and challenging learning environment. They work well together, know the children well, thus ensuring that children's full potential is reached. Staff are given individual responsibilities according to their skills and interests. Regular staff supervision and appraisals enables the manager and staff to identify areas for future development and training.

Staff establish close links with parents, valuing their contributions as partners in their child's learning. Information is regularly shared and staff develop very strong links with the school in order to fully support children in the Early Years Foundation Stage, thus ensuring that children's needs are met. Parents have access to the operational plan which enables them to have a clear understanding of the policies and procedures which underpin the sound care and learning that children receive. Parents are encouraged to put forward suggestions to improve all areas of care and learning that their children receive. Regular newsletters keep parents informed of current topics and themes and other aspects of the provision.

Staff demonstrate a sound understanding of safeguarding policies to ensure children are well protected. All staff have received up-to-date training in safeguarding procedures. They are fully aware of their responsibilities in ensuring that any concerns are handled promptly and reported to the relevant agencies. Comprehensive risk assessments are in place to ensure children play and learn in safe indoor and outdoor environments.

The quality and standards of the early years provision

Children are regularly consulted about the planning of topics, themes, activities and resources which ensures that they enjoy their time at the setting. A good balance of child-initiated and adult-planned activities are available for children to choose from. Staff encourage children to become independent learners and work out solutions for themselves. For example, children realise that in using card this is more rigid than paper and therefore will make a better headband. They decide whether it is better to glue, staple or sellotape their headband together. Staff only intervene at the request of children, to provide assistance if required. Children deftly use scissors with great precision and know how to handle them safely. Staff make an example of a finished product for an art and craft activity. Children can then copy if they choose or make up their own idea. For example, children make 'listening ears' in different shapes and sizes which they attach to their headband. Some children choose to take it a step further and make a trunk and feet. Children then listen very carefully to the sounds around them and record what they hear on their 'listening ears'. They take pride in the completed product, happily show it to the other children and staff and discuss the different sounds they hear. Children

learn about mixing alkalis and acids together to make new chemicals. For example, they learn that when mixing vinegar and bicarbonate of soda together it makes a gas called carbon dioxide which children make into a 'foaming monster'.

Children regularly engage in self-chosen pursuits and initiate their play. As a result, children are interested in all that they do and never appear to be bored. Children are provided with good opportunities to help them make progress across all areas of learning and development. Staff use planned and spontaneous observations to monitor children's progress. This information is recorded in development profiles and next steps are identified to help children progress. In addition, they can plan for each child's individual needs, ensuring that appropriate staff support and resources are available. Staff through discussion, demonstrate a good understanding of the learning and development requirements and liaise very closely with teaching staff within the school so that children are fully encouraged and supported. However, there is some confusion as to how to record links with the early learning goals and how to record evaluations. In addition, information and feedback from children is not used systematically to make improvements to practice. Staff liaise well with children establishing warm, trusting and relaxed relationships. This means that children are confident around staff and readily converse with them, expressing their likes, dislikes and preferences. They are keen for staff to join in their games or creative activities and happily seek their ideas and opinions.

Children understand the importance of healthy eating and enjoy a good range of light meals and snacks. They make their own cakes, smoothies and fruit cocktails. However, hygiene practices are at times compromised as children are not consistently provided with plates for their food. The staff have a good understanding of creating a safe, secure and welcoming environment in which risks are minimised and children learn how to take care of themselves. For example, children make posters about fire, road and water safety, discussing how to keep themselves safe in each of the scenarios and how to prevent accidents happening. Children also learn about stranger danger, green cross code, safety in the home travel safety and the importance of 'be safe, be seen' particularly during the darker nights. Resources to reflect cultural diversity and disability are limited therefore inhibiting children's awareness of people's differences.

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