

Farlea Childcare (St. Annes)

Inspection report for early years provision

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Inspector Shirley Amanda Wilkes

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Farlea Childcare (St. Annes) has been registered since 2009. It is privately owned and is part of a chain of six settings owned by Farlea Childcare. The setting meets in St Anne's Church Hall, Stafford. It has use of the large hall, meeting room, kitchen and toilets. There is an enclosed area available for outdoor play.

The club is open each weekday from 7.30am to 8.45am and 3.15pm to 6.00pm during school term time. The setting is registered on the Early Years Register to care for no more than 40 children in the early years age group at any one time. They are also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 32 children on roll six of whom are in the early years age range.

Two members of staff work with the children and they are appropriately qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Relationships between the children and their key persons are friendly and respectful as staff know the children well, offering activities that cover all aspects of their development and learning. There are good partnerships in place with parents and other providers to exchange information on children's individual needs. The setting has begun to identify strengths and areas for ongoing improvement to further improve outcomes for children. The setting is wholly inclusive and the uniqueness of each child is recognised and met.

What steps need to be taken to improve provision further?

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

- develop the process of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- improve the risk assessments to ensure that they are effective and cover anything a child may come into contact with, with particular regard for the journey to and from the school
- improve the layout of the room to develop a comfy area for the children to rest and relax.

The effectiveness of leadership and management of the early years provision

Children are safe as a result of the procedures in place to ensure staff are suitably experienced and qualified, with full vetting conducted to assess suitability. Staff demonstrate a good understanding of the safeguarding procedures. Children are

never left unsupervised and all visitors' identification is checked and the visitors' book signed. Records of children's attendance are clear and accurate. Clear collection procedures are in place to ensure that children only leave with adults authorised by their parents or carers.

There are clear risk assessments in place for indoor environment and daily checks are undertaken to ensure both the indoors and outdoors are suitable for the children but this does not yet cover the walk to and from the school. Whilst this does not involve any public highways, hazards were identified, for example, gates to the car park. Daily checks are undertaken to ensure both the inside and outside play areas are safe and suitable for the children. Records of children's attendance are clear and accurate. Some staff are trained to administer first aid, holding current certificates and completing the required records to share with parents and carers, keeping them informed of their child's welfare.

Staff work hard to provide an interesting environment for all children and put out a range of easily accessible resources which cover all areas of learning. However, there are no areas for the children to rest and relax if they wish to do so. Activities are available to all children to ensure equality within the club. Children's behaviour is managed well in the informal environment. Children readily share resources and follow the club rules that the children have devised themselves which helps build on their ownership of their club.

Parents are provided with a wide range of information about the setting through the well-resourced welcome pack, a notice board and daily discussion with staff. Information is also shared with parents through the newsletter that the children produce. The out of school group has developed links and share information with the local school, regarding the children's learning and development, to ensure effective continuity and progression. Staff hold regular discussions to plan activities, identify training and linking children's attainment to the Early Years Foundation Stage through observation and assessment.

The quality and standards of the early years provision and outcomes for children

Children are happy, settled and clearly enjoy their time at the club. With support from staff they quickly settle to the routines of the session, and independently make choices from the wide range of resources available, such as the craft activity, where the children are busy making and decorating covers for the plant pots containing the bulbs that had previously been planted. Children play co-operatively in the role play area and great delight is shown as a child completes a large floor jigsaw. Children are developing skills for the future as they are encouraged to share and take turns. They take ownership of their club by devising the house rules and putting together a newsletter for parents. Children are able to use interactive games or watch television in the small room off the main playroom. Children are beginning to learn about the wider world through activities and celebrating various festivals.

Children freely access the cloakroom and see to their own personal needs,

although staff are available if support is needed. Children know they must wash hands before eating or after using the toilets. Documentation is in place which informs staff of any health or dietary issues children may have and records are kept of accidents or any medication administered. Children's key persons make observations and use the information gained, to plan the next steps in children's individual learning and to ensure that they make the best possible progress. A range of activities are planned to cover the six areas of learning.

Children are able to help themselves to drinks and the healthy choice of snacks, on arrival from school, and enjoy the interaction with their friends as they sit and eat together. Children are able to access the outdoor play areas of the adjacent school for more energetic play.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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