

# Flamingo Club

Inspection report for early years provision

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**Unique reference number**

301870

**Inspection date**

23/03/2011

**Inspector**

Jim Bostock

**Setting address**

St. Roberts First School, Oldgate, Morpeth,  
Northumberland, NE61 1QF

**Telephone number**

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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).

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

Flamingo Club was registered in 1994 and is privately owned and managed. It operates from the school hall of St. Robert's Roman Catholic First School in Morpeth, Northumberland. Children have access to secure enclosed outdoor play areas. A maximum of 30 children aged from three to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 12 years. The setting is open Monday to Friday from 8am to 9am and from 3.10pm to 6pm during term time only.

There are currently 90 children on roll. Of these, 52 are under eight years, and of these, 12 are within the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff who work directly with the children. Of these, three hold a qualification at level 3 in early years, and two are currently working towards a qualification at level 3. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Each child settles well and enjoys the stimulating activities in the inclusive and welcoming environment. Staff know the children very well as individuals and as a result each child's needs are met and their learning and development effectively promoted in most areas. Staff are warm, affectionate, friendly and approachable as they help support children's learning and play. The setting has a good capacity for continuous improvement as processes of self-evaluation are used effectively to improve the quality of provision. Overall communication with parents, carers and others involved in children's care is effective in promoting children's continuity of care and learning.

## What steps need to be taken to improve provision further?

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

- extend systems to enable parents and carers to review their child's progress regularly and contribute to their child's learning and development record
- provide additional opportunities for children to use information and communication technology and programmable toys to support their learning.

## **The effectiveness of leadership and management of the early years provision**

Staff have a clear understanding of their roles and responsibilities in relation to safeguarding children. They have a good knowledge of the child protection procedures to follow which contributes to children's welfare. An efficient recruitment system makes sure that all staff are vetted to confirm their suitability to work with children and are appropriately qualified. Detailed risk assessments are carried out to ensure children are kept safe. All documentation, policies and procedures are in place to meet children's needs.

The manager and staff are committed to embedding ambition and driving improvement. Self-evaluation is in place and used effectively to identify the setting's strengths and priorities for development that will improve the quality of provision for children. The setting supports and promotes inclusive practice by ensuring that all children are warmly welcomed and successfully encouraged to participate in activities. Good procedures are in place to promote equality and celebrate diversity. For example, children enjoy celebrating a range of cultural events and festivals, such as celebrating Indian culture, Christmas and Chinese New Year. A good range of books, toys and jigsaws reflect diversity and disability which helps children develop their understanding of people's similarities and differences. Children enjoy visiting older people at Harvest festival time and giving out fruit and vegetables.

Partnerships with parents and carers are good. They receive regular information through daily discussions and detailed notice boards. However, systems to enable parents and carers to review their child's progress regularly and contribute to their learning and development record are less well developed. Parents and carers say their children love attending the setting and receive 'fantastic care'. They feel that their children have good relationships with the staff who are welcoming and friendly. Staff have developed a positive and constructive dialogue with other settings which children attend, particularly the attached school and nursery. This two-way flow of information involves the sharing of individual children's care and learning needs which promotes a complementary curriculum and continuity of care and learning.

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

Children enjoy very good relationships with staff and their peers and are happy at the setting. Staff ensure children feel comfortable and secure and respond well to their individual needs. As a result of the consistent boundaries and routines, children behave and respond well. Staff encourage children to set the rules and so develop a sense of responsibility. All children receive lots of praise and encouragement from adults. For example, they receive a 'WOW' sticker when they have achieved targets and this information is shared with the school.

Staff plan activities, use observations and assessments of what children know and

can do and link this effectively to the planning. Key staff have a clear understanding of their role in supporting children within the Early Years Foundation Stage, which helps them to monitor children's development and identify their next learning steps. Children's independence is well promoted as they make their own choices about activities. Staff are affectionate with all children and know them well. As a result, children are relaxed and trusting with staff who take time to talk and play with individual children to ensure they are developing their skills and learning. Children use language well to communicate, initiate conversations, describe what they are doing and organise their play. They solve problems as they build and construct. There is a good range of resources and activities to support children's play and learning. However, opportunities for children to explore information and communication technology, such as battery operated and programmable toys are less well developed. Children show care for each other by sharing and cooperating as they play. For example, children take turns skipping, hold the rope for others and enjoy all jumping together as they count the number of skips they have made.

Children are developing a good understanding of healthy lifestyles. For instance, they enjoy using the outdoor play areas and have fun running, playing ball games, skipping and exploring the den. They have made a colourful sheet containing all their footprints which is used as a tent where they can finish off their school lunch boxes or play with dolls. Vigilant staff help children to understand how to play safely. Children say they feel safe and are happy when they attend the setting. Staff effectively promote children's sense of responsibility, care for others and communication skills to aid their future development.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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