

# Filey Childcare

Inspection report for early years provision

---

**Unique reference number** EY336004  
**Inspection date** 05/12/2011  
**Inspector** Teresa Todd

**Setting address** Filey Children's Centre, Padbury Avenue, Filey, North  
Yorkshire, YO14 0BA

**Telephone number** 01723 516111

**Email**

**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Filey Childcare is a voluntary organisation, managed by a board of directors. It was registered in 2006. It operates from purpose built childcare facilities within Filey Children's Centre situated within the grounds of Filey Infant and Nursery School in Filey, North Yorkshire.

A maximum of 98 children from four months to eight years may attend the setting at any one time. The setting is open five days a week from 7.45am to 6pm for 51 weeks in the year. There is also a breakfast club which is open every weekday from 7.45am to 9am and an after school club which is open from 3pm to 6pm. A holiday club, for children aged three years to 14 years, operates in the school holidays and is open from 7.45am to 6pm. There are also crèche facilities for parents attending Sure Start services.

There are currently 269 children on roll, of these 262 are under eight years and of these 105 are within the early years age group. A total of 23 children are in receipt of funding for early years education. The setting supports children with special educational needs and /or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 22 members of staff, including the manager, who work directly with the children. A total of 20 staff hold a qualification at level 3 in early years. All children's rooms have direct access to enclosed outdoor play areas. The setting receives support from the children centre teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very safe and secure and enjoy their time in this welcoming, child-centred setting. They are making good progress towards the early learning goals in many aspects because the staff are skilful and have detailed knowledge of each child's needs and interests. As a result children display extremely high levels of well-being, confidence and independence. Rigorous arrangements are in place to ensure children's safety and welfare and staff have a high level of awareness of safeguarding issues. Highly effective partnerships with parents, carers and other early year's professionals contribute effectively to inclusion and children's individual needs being met. There are thorough systems in place to monitor and evaluate the provision, which demonstrates a strong commitment to continuous improvement.

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

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

- plan consistently to develop children's phonological awareness particularly through rhyme, rhythm and alliteration.

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

Safeguarding procedures are excellent and all required recruitment and suitability checks have been carried out in an exemplary manner. Staff are very confident in their knowledge of how to record any concerns and seek advice where necessary. Deployment of staff and supervision of children is effective which ensures children's safety and well-being are given the highest priority. Detailed risk assessments ensure all potential hazards are minimised providing a very safe yet stimulating and challenging environment.

The leadership has a clear vision and commitment to continuous improvement through effective and secure systems of monitoring and evaluation. The development plan focuses on priorities identified through self-evaluation and takes account of available resources. All staff are involved and are strongly committed to improvements that will benefit all children. Parents, carers and children's views are actively sought and incorporated into the process.

Excellent partnerships with parents and carers are established resulting in parents engaging in their children's learning. For example, parents and carers are very interested in the new planning system based on 'schematic learning' and are beginning to contribute to it. This information is used extremely effectively in the setting to plan for children's interests. The very effective assigned key person system ensures excellent communication channels between the setting and home. Parents and carers value extremely highly what the staff do to support them and their children's welfare, learning and development.

Staff are highly committed to working in partnership with other providers and professionals. There are exemplary arrangements in place for sharing information about children who also attend other settings ensuring that children experience continuity in their learning. Children transfer to the school nursery smoothly because of the very strong links that are established with the school. There are effective procedures in place for supporting children with special educational needs and disabilities ensuring that they are valued and fully included.

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

Children are enthusiastic learners and are developing good skills for the future. They demonstrate high levels of independence, confidence and self-esteem as they choose their own resources and initiate their own learning. They show excellent dispositions and attitudes to learning as they play cooperatively with their friends and a very strong sense of responsibility as they tidy away after their snack. The

staff observe sensitively and interact effectively to extend the children's learning. They make good use of their observations and assessments to monitor progress, plan next steps and early identification of any additional support which maybe be required. Consequently, many children achieve well in relation to their starting points.

Children's language and early communication is supported well as staff use a range of strategies to encourage children to communicate including given them the time and space to initiate conversation. Children show a fondness for books as they are made readily available and used well by staff to reinforce learning. Children build good foundations for early literacy through having good opportunities to make marks. However, children's progress in developing phonological awareness is less secure because staff do not consistently plan to develop rhyme, rhythm and alliteration.

Children have good practical opportunities to consider mathematical concepts. For example, children use weighing scales and consider how much the ingredients weigh and predict how long it needs to cook in the oven. Older children count confidently during spontaneous play and use appropriate mathematical language as they climb a tree and talk about going higher. Children begin to consider early calculation as they enjoy singing number rhymes. Children have good opportunities to explore and find out how things work as they use a varied range of programmable toys and resources with knobs, flaps, keys, shutters and mirrors. The children's knowledge and understanding of the world is supported well to help them make sense of the world. They have meaningful opportunities to explore and find out about plants and creatures in the natural habitat. Children learn about diversity as they use a broad range of resources and activities which foster children's understanding of the world around them.

The excellent assigned key person system is very effective in supporting children to settle into the setting and feel safe. As a result of this children demonstrate a very strong sense of belonging and are very confident to approach staff. The staff make good use of opportunities to help children to be aware of good hygiene practices and follow effective practices to prevent the spread of infection. The extent to which children develop a healthy lifestyle is good. Children learn about healthy food as they grow vegetables and fruit in the allotment and make healthy choices at snack time from a variety of fruit. They demonstrate their developing balancing, climbing and cycling skills as they enjoy the wide range of opportunities in the interesting and stimulating garden area.

## 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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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