

Flipflops Childcare

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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

Flip Flops Childcare was registered in 2011. It operates from three areas and associated facilities within Allexton Youth and Community Centre in Leicester City. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday, during school term times, from 9am until 12noon. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children under eight years may attend the setting at any one time, all of whom, may be on the Early Years Register. There are currently 21 children attending who are within the Early Years Foundation Stage. The setting provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting currently employs two members of childcare staff, both of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff use an ethos of growing through play to provide a nurturing environment where children make good progress in their early education. Precise policies and vigilant procedures affirm children's safety at all times. Systems for self-evaluation serve to drive further improvement. Effective relationships with parents, carers and other professional agencies promote and maintain children's health, welfare and development.

What steps need to be taken to improve provision further?

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

- ensure opportunities are tailored to meet the individual needs of all children particularly in developing independency for older and more able children at snack time
- ensure the details of emergency evacuation drills are recorded to identify any issues and resolutions.

The effectiveness of leadership and management of the early years provision

The Leadership and management of the setting is good. Staff, who have attended training in safeguarding know the procedures to follow, including those relating to any allegations made against any adult and subsequently children's safety is effectively maintained. Staff work consistently to ensure that day-to-day routines are efficiently managed. Policies, procedures and records are compliant with current regulations. Risk assessments and daily checks are carried out, promoting care in a safe environment. Children develop an awareness of safety through sensitive responses to behaviour management and routines. Although, emergency evacuation drills take place, these are not recorded to identify any issues to work towards developing practice. Self-evaluation is effective in identifying and implementing areas for improvement. Robust recruitment and induction procedures ensure qualified and experienced staff are suitable to work with children. Systems confirm their continuing suitability and support further training.

Staff know children and their families well through individualised care. Settling-in periods are personalised to facilitate tailored attendance and provide opportunities for parents to remain with children as necessary. They are encouraged to share and add to well-documented developmental records. Parents acknowledge their involvement within the pre-school, speaking highly about staff, who interact daily to share children's progress. Learning journals are accessible to children and their parents at all times. Organised events, including an imminent Fete, provide occasions to meet with staff and other parents and families.

The pre-school is extremely well resourced, providing children with a range of exciting activities and opportunities to steer their own play. Staff react to support play with additional resources but are skilled in allowing and promoting children's independent thought and action. A robust commitment to equality and diversity ensures that they work together to help children reach their full potential and support the identification and inclusion of any child with additional needs. Effective links with local schools aid a smooth transition as children move on in their education.

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

Children make good progress towards the early learning goals in an environment based on child-initiated play. The pre-school is inviting and appealing and consequently, children choose from a wide range of play opportunities supported with an abundance of equipment and resources. Children self-register on arrival recognising their name cards and placing these on the board. They settle into free play before joining together for a short circle time. They respond to an individual greeting in a welcome song, discuss the weather and count boys and girls, adding the totals together encouraging early recognition of calculation. A sensitive approach to behaviour management is reinforced as children are reminded to have

'kind hands and share toys'. Children acquire reward stickers for a variety of kind acts and achievements and choose from a range of character posters to proudly display these on the wall. Staff are sensitive to ensure that an equal distribution, which acknowledges the accomplishments of all children. As a result, they know what is expected of them, behave well, take turns when playing with toys and develop an awareness of how their behaviour affects others.

Children move freely between two rooms. They sit in the 'messy room' to use a wide variety of creative materials. Children concentrate with crayons to produce a replica of themselves on the beach. Carefully cutting around this with scissors, they take their finished picture to a staff member. They discuss where this should be placed on a wall display of the seaside and they announce 'digging in the sand'. Children affix sticky putty citing 'themselves' on the sand. This promotes children's own thinking and learning.

In the main hall, children sit at a dough activity. They roll, shape and cut to make cakes, decorating them with a variety of patterned tools and cutters. Engaging in a discussion about cooking processes, a child announces that they want to bake cakes in the cooker. Staff suggest using the microwave ovens from the home role play area but the child insists that they want the cooker. Taking a staff member, they return to the table with a hob unit, which is sited next to the activity. Cakes are placed on the hob and following interest by other children, the activity develops into a bakery using two additional microwave units to bake them. Information and technology is promoted as children use a range of resources, including using a digital camera to record their play, adding processed photographs to their individual development records. Hand-operated toys and access to a computer increase opportunities to explore and experiment.

Children are independent in their personal care, accessing facilities directly from the main hall. Using soap dispensers, they explain the importance of hand washing prior to eating snacks to 'stop germs getting on the food'. Parents provide snack foods, which children can access during the session at the designated snack table. Staff are proactive in supporting healthy living, requesting limited treats and encouraging fresh fruit. Dried fruits and bread sticks are available in cases where snacks are not provided. Children choose either milk or water to drink. Although, some children are able, provision in large jugs limits opportunities for them to pour their own drinks, further increasing independence.

Children learn about the wider world through positive images to reflect difference and diversity. Books, posters, wall displays and play equipment help children to value themselves and others. They take part in various activities, supported by staff and parents to celebrate in a range of special events and festivals. Parents are kept well informed about their children's progress, sharing and adding to their detailed learning journey's to work in partnership to support continuing 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

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

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