

Farlea Childcare (St. Marys)

St. Marys RC Primary School, Hunter Road, CANNOCK, Staffordshire, WS11 0AE

| | |
|--------------------------|------------|
| Inspection date | 03/06/2013 |
| Previous inspection date | 14/05/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Staff provide a varied and challenging range of activities that successfully capture children's interest and fascination.
- Staff provide a warm and welcoming environment where children feel happy and content.
- Staff work closely with parents and other professional agencies, including the host school, to promote inclusion for all children and to support their smooth transfer to school.

It is not yet good because

- Risk assessments are not rigorous enough to identify and minimise potential hazards, such as unauthorised entry through the side entrance gate. This potentially compromises children's safety.
- There is scope to extend opportunities for children to talk more about their own ideas and feelings, particularly when it is related to their own experiences.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outside learning environment.
- The inspector held meetings and discussions with the manager, the senior manager and the owner of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector discussed evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of staff, children, parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Jayne Rooke

Full Report

Information about the setting

Farlea Childcare (St. Marys) was registered under new ownership in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St. Mary's Roman Catholic Primary School in Cannock, Staffordshire and is managed by Farlea Childcare Limited. It serves the local area and is accessible to all children. It operates from the nursery classroom and there is a fully enclosed area available for outdoor play.

The setting employs seven members of childcare staff. All hold appropriate early years qualifications at level 3 and above, including the manager who holds an early years degree. The setting opens Monday to Friday during school term time. Sessions are from 7.30am to 8.45am and from 11.45am to 6pm. Children attend for a variety of sessions. There are currently 47 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- strengthen risk assessment procedures regarding the security of the premises and how risks will be removed or minimised, to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors.

To further improve the quality of the early years provision the provider should:

- extend opportunities for children to talk about and describe their own experiences by, for example, listening carefully to children and taking account of what they say in response to staff.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a varied and challenging range of activities that successfully capture children's interest and fascinations. They use observation and assessment information skilfully, to plan effectively for each child's continuing progress. They work closely with parents and other professional agencies, including the host school, to monitor and support

children's individual needs. As a result, all children make good progress towards the early learning goals. For example, younger children show a great deal of interest and skill, in using advanced technology equipment, such as the interactive whiteboard. This enables them to practise making marks and patterns, leading to the formation of recognisable letters as they begin to write. They handle remote-controlled equipment with ease, to navigate electronic computer games. They show high levels of understanding about the rules of the game, and can clearly identify when they have come in 'second' or 'fourth' place. They set themselves increasing levels of challenge to reach 'first' place, which demonstrates an increased capacity to achieve and succeed.

Children make active decisions about their own play because toys and equipment are readily accessible to them, both indoors and outside. This inspires older girls and boys to organise their favourite team games, such as football and tig, while younger children play cooperatively together on the see-saw. A wide range of art and craft activities are well planned and accessible. This encourages children to express their creativity and imagination, using a variety of media and materials to make models, get messy and explore texture, shape and colour.

Teaching is effective because staff organise small and large group activities, which encourage children to speak and listen. For example, children listen with concentrated interest to stories, and enjoy many opportunities to reflect on and recall the activities of the day. They speak confidently about what they know and can do and staff value each child's contribution to a conversation. However, there is scope to extend opportunities for children to talk even more about their own ideas and feelings, particularly when it is related to their own experiences.

Staff provide high levels of support for children with special educational needs and/or disabilities, and those who speak English as an additional language. This ensures that children with identified needs take a full and active part in all aspects of learning. Consequently, they make significant levels of progress in their all-round development. This prepares them well for their next stage of learning and school. Parents contribute to, and are well informed about, their child's individual progress from the onset, through key person discussions, 'all about me' forms and development journals. Ideas for each child's future progress and transition to their next stage of learning, are consistently shared. This successfully enables parents to support their child's learning at home.

The contribution of the early years provision to the well-being of children

Children understand and follow safety rules, because staff teach them about the danger of talking to strangers and the importance of staying close to a trusted adult. However, children's safe care is potentially compromised, because direct access to the outdoor play area remains accessible to unauthorised entry. This risk is minimised however, because staff are deployed to take appropriate steps to ensure that children are closely supervised, when unknown visitors enter through the side gate.

Children's good health and well-being is promoted very well. They benefit from nutritious snacks and drinks, which encourage a healthy lifestyle. They enjoy regular fresh air and

exercise because they have free access to the outdoor play area, where they can run about and exert their energy. They rest according to their individual needs, either by reading a book in a quiet area or by involving themselves in less energetic games. They manage their personal hygiene routines independently, and understand the importance of keeping themselves clean to prevent the spread of infection.

Older children show strong feelings of care and consideration towards others, acting as a buddy to younger children, if they need help or someone to play with. Children build strong and trusting relationships with the staff, and feel comfortable and reassured in their care. They learn to value and respect people's beliefs, traditions and feelings, through well-planned activities and projects. This helps them to explore the diverse world and different communities.

Staff build strong relationships with all those involved in each child's care, including health and support agencies. They work closely with the early years staff in the school to ensure that all children reach their full potential. This promotes continuity of care and learning as children transfer from home to the setting. An effective key person system supports smooth transitions between home, the setting and other settings helping children to feel confident and emotionally secure. The key person also works closely with parents to ensure children's changing care needs are met.

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

Staff demonstrate a secure understanding of the learning and development requirements. This helps them to support children's progress towards the early learning goals very well. They pay close attention to each child's needs and next stage of learning, which results in purposeful learning experiences. Consequently, children are motivated to learn, and receive appropriate interventions when needed.

Staff provide a warm and welcoming environment where children feel happy and content. They follow appropriate safeguarding policies and guidelines to support children's safe care and well-being and know who to report any concerns to, overall. However, risk assessments are not rigorous enough to identify some potential hazards. Consequently, leaders and managers have not yet identified the most appropriate course of action to take, in order to minimise the risk of unauthorised entry to the outdoor play area. However, as a result of a recent concern raised with Ofsted regarding the security of the main entrance, staff have installed a safety gate to ensure that children cannot leave the premises, until they are collected by their parents or another authorised person. In addition, the main gate entrance leading from the exit to the road, remains locked while children are in attendance throughout the session. Following a recommendation from the last inspection, staff have installed an anti-trap device to the door leading to the outside play area, to prevent the risk of physical injury from the door closing on children's fingers. Also, the outdoor play area has been fully refurbished to make it a bright and attractive area, which all children can freely access.

Recruitment and vetting procedures are appropriately managed. For example, all staff hold

relevant qualifications and rigorous checks are conducted to ensure that staff are suitable to work with children. New staff complete a prior induction, so that they are aware of basic health and safeguarding guidelines on their first day of attendance. This minimises further risk to children's safety and well-being. Staff attend regular training events to update their knowledge and skills. A strong focus on recent training enables them to provide high levels of support for children with identified needs. This successfully promotes inclusion.

Self-evaluation is progressing reasonably well, leading to considerable improvements in children's outdoor learning opportunities. Staff, children and parents contribute their ideas, leading to future developments, such as supporting children with their homework, and fundraising to gain more technology equipment. In addition, staff have introduced a themed writing table indoors, to increase children's interest in writing for a purpose. For example, by using a variety of unusual materials to decorate, such as balloons and birthday banners. However, managers have not yet successfully identified potential risks and hazards regarding the security of the premises.

Partnerships with parents and other professional organisations are well established. Parents spoken to on the day of the inspection, offer many complimentary views about the staff and the learning environment, and are pleased with their child's progress and development. They feel that their children are well cared for, and benefit from the strong relationships they build with the staff and other children. This promotes children's emotional well-being and stability. Policies are available for parents and an effective complaints policy and system is in place, ensuring that parents can express their views and concerns openly both to the provider and to Ofsted.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|---|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY386044 |
| Local authority | Staffordshire |
| Inspection number | 918288 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 26 |
| Number of children on roll | 47 |
| Name of provider | Farlea Childcare Ltd |
| Date of previous inspection | 14/05/2009 |
| Telephone number | 01543 510380 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

