

# Voyage @ Flash Ley

Flash Ley Cp School, Hawksmoor Road, STAFFORD, ST17 9DR

<b>Inspection date</b>	09/09/2013
Previous inspection date	09/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children make rapid progress from their starting points across all seven areas of learning as result of skilful teaching that provides exciting and interesting activities that meets the needs of all children.
- The staff team have high aspirations of children's learning, including those whose starting points are lower than expected, they work extremely well with parents and agencies to make interventions in children's learning that are successful to narrow the gap in children's learning.
- The setting and school work well together to prepare children for the next stage in their learning. Through well-planned and effective communication children make a smooth transition to nursery.
- Self-evaluation is effective in identifying strengths and priorities for improvement, which reflects the setting's community ethos vision to make a difference to children in the local community.

### It is not yet outstanding because

- There is scope to improve how the achievements of children and their families are celebrated especially those families who are hard to engage.
- Staff do not always maintain the interests of the youngest children during lunchtimes and story times.

## 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.

## Inspection activities

- The inspector spoke with staff, children and observed activities in the main play room and outdoor area.
- The inspector viewed all relevant documentation, including: policies and procedures, learning and development records, and safeguarding documents.
- The inspector carried out a joint observation with the room leader.
- The inspector gave feedback to the manager and room leader.

## Inspector

Scott Oliver Thomas

## Full Report

### Information about the setting

Voyage @ Flash Ley is based within a converted part of Flash Ley Community Primary School. It is part of the Voyage extended services childcare provision that offers care from two to 11 years. It is situated in Rising Brook area of Stafford. The premises comprises of a multi-purpose activity room, sleeping room and toilet area, kitchen, office and outdoor play area. Children also have access to the school building and use of the school grounds.

Voyage opened in 2011 and is governed by the school governing body. It is registered on the Early Years Register and provides care for two-year-olds. Children attend from the local community and wider area. Voyage employs 12 members of staff working with the children. Of these, one holds appropriate early years qualifications at level 2, eight at level 3 and three have a degree.

The setting opens for 50 weeks a year from 7.30am to 5.30pm Monday to Friday. Children may attend for a variety of sessions. The nursery has 24 children on roll. The nursery provides funded early education for two-year-old children. The nursery supports children with special educational needs and/or disabilities. The setting receives support from the local authority.

### What the setting needs to do to improve further

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

- strengthen the engagement with all parents, helping them to support children's learning at home, especially those more reluctant to engage
  
- maintain the youngest children's interests through conversation with adults and peers throughout the routine, such as lunchtimes and story time.

## Inspection judgements

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

All children make good progress towards the early learning goals, as a result of effective teaching delivered through challenging and interesting activities that are well matched to meet the needs of all children. Staff have a strong focus on the prime areas of learning; they plan for these effectively and allow children to develop the necessary physical, social and communication skills which prepare them well for the next stage in their learning. For example, children learn to manage transitions in the routine as staff prepare them for

change and provide encouragement and support. The staff have high aspirations for children's learning; they know what skills children need to be ready for nursery and they work hard to provide opportunities, such as encouraging children to take turns at snack time. The setting records children's starting points well. They liaise with parents when staff start to gain an understanding of children's prior achievements and needs in order to build upon them in future planning. Parents are kept well informed of their children's progress key persons meet regularly with parents, to show them the progress their children have made over time and in relation to their starting points. Parents and staff together agree next steps in children's learning. However, there is room to strengthen the engagement with all parents, helping them to support children's learning at home, especially those more reluctant to engage, in order to make a difference in their own child's learning.

Children are engaged in their play exploration; they take risks as they negotiate their movements, such as they consider how to use tricycles and bikes and adopt a 'can do' attitude as they master new skills through trial and error. They are encouraged to keep trying, staff discuss what went well and what they could do better next time. This reflective approach allows children to learn from their mistakes. Staff work well together to meet the learning needs of all children. Opportunities are planned for on a daily basis, matched to all children's interests and abilities. As a result of the good adult to child ratios there is flexibility for staff to provide enhanced support for children of different ages and abilities which aid the rapid progress children make from their starting points. The setting delivers learning and development through a balance of adult-led and child-led play within a well-planned and well-resourced environment. The staff deliver a broad range of activities for all children. Children learn how to play together as the environment is thoughtfully planned for children to access indoor and outdoor provision for most of the day. For example, children can choose to play in both parts of the main playroom and outside where staff are deployed to make learning purposeful.

Physical activities enhance the learning of all children. For example, children develop their small muscle skills as they attempt to blow bubbles grasping a 'bubble wand'. The staff develop this learning, through demonstration as they model how to hold the wand correctly. Children are supported to learn concepts, such as the effects different items have on making marks in the sand tray. Staff provide challenge and differentiation as they pose questions for children to consider the effect of movements. Many children start the setting with speech and language delay as a result, some children find communication challenging. Therefore, the room leader has introduced signing to children as an alternative form of communication which is supporting children's successful communication. Staff use language well with children during play, as they question children's learning, re-shape tasks and provide a commentary of play. However, during story time and lunchtime some children lose interest as staff do not communicate as fluently with children.

Staff successfully complete the 'progress check at age two', for all children. They share this with parents and appropriate partners where required. As a result, there are excellent interventions in children's learning that is leading to the identification of needs. Staff complete daily observations to record children's achievements and progress, they analyse these well which they use to enhance the learning provision. Observations and

assessments are recorded in learning journals which demonstrate the rapid progress children have made from their starting points. The setting makes a difference to every child who attends. They do this through their expert knowledge of child development and a strong partnership with the school. As a result, the setting and school identify children's needs early and take the necessary measures to support the development of all children, including those who achieve below the expected level of development.

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

The setting works with parents and the school extremely well to prepare children for the next stage in their learning. The manager works with the school to plan opportunities for children to visit. For example, children have access to all the school facilities including the on-site Speech and Language centre which allows them to become familiar with the school environment and routines. The environment is stimulating and welcoming. There are a range of resources available that are rotated and are used to enhance the continuous learning environment. Resources are arranged well in different learning areas, such as creative areas and imaginative play. As a result, children have a variety of resources at their disposal to develop their play into rich and imaginative experiences. There are a range of resources to promote children's understanding of the world. The setting have recently identified the need to enhance children's communication opportunities at home and in the setting. As a result, they have introduced a vast library of books and sound materials for the children to use at home and at the setting.

The staff and children enjoy being outside for most of the day, and as a result, many learning opportunities take place outside. The outdoor area is part of the continuous learning provision and promotes children's development in all areas. Children spend time outside in all weathers, and therefore, understand the importance of going outside to keep fit and get fresh air. The outdoor space is rich in opportunities to develop children's physical skills including their large muscle skills, such as pedalling, jumping and reaching up high. The environment is equipped to support children to manage their own personal hygiene needs from an early age. There is water available at all times, which children access as they require.

The arrangements of the key person system are good. All staff have a detailed understanding of what the role of the key person is including special relationships with parents and strong bonds and attachments with children. As a result of this understanding, staff work together with parents and in response to children's preferences to identify key persons for each child. Staff have a good in-depth knowledge of all children. The setting is an important part of the community and families appreciate the difference the setting makes to their children's lives. Children are starting to understand why it is important to care for their environment. Children appear happy and to enjoy their time in the setting. They are happy to arrive at the setting, despite many of the children being new. Children develop a bond quickly and find reassurance from the familiar staff during the induction period, through cuddles and the familiar environments. Children feel safe at Voyage as a result of the freedom they are given and the safety rules in place. The children access the indoor and outdoor environment for much of the day through free flow. They are aware of the possible risks within the environment, such as the ground

being slippery from the rain. Consequently, children conduct themselves in a safe manner and they know not to run when it is wet. The behaviour of children is very good. Children play well together as they form new friendships and test out each other's ideas. Children are encouraged to develop their independence and manage their own behaviour as they learn consequences. The staff have a consistent approach to managing behaviour. They remind children of the positive rules of the setting such as 'we walk' and 'we use kind hands'. This supports children's understanding of positive behaviour and what is acceptable.

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

This inspection looked at the qualifications and suitability of staff and volunteers, the leadership and management arrangements during school holidays, children's access to fresh drinking water, lunchtime routines, staff's knowledge of the Early Years Foundation Stage, toilet training of children, behaviour management of children, staff deployment, supervision of children, and the accidents and injuries of children. The setting employs a highly qualified staff team. All staff and volunteers are suitably vetted to ensure their suitability to work with children and no person who is un-vetted has unsupervised access to children. There is a detailed management structure in place that includes the manager and room leaders across the Voyage childcare provision. Arrangements are made to ensure during school holidays the manager or room leader is always available. Children are served drinks at all meal times and have access to fresh drinking water from their named water bottles throughout the day. Lunchtime routines are extremely well planned and executed to ensure the needs of all children are met, including those who bring a packed lunch from home. Staff have an in-depth knowledge of how to support children's learning and development, which they do well and as a result all children make good progress. The setting have a detailed toilet training procedure which is well implemented in partnership with parents to meet the individual needs of all children, including those who regress back into nappies. The behaviour management of children is good. All incidents of behaviour are managed effectively and in line with agreed strategies from parents and professionals. The behaviour of children does not put other children at risk. Staff deployment is well-planned and effective to meet the needs of all children, the manager ensures there is sufficient staff to meet the needs of all children through careful planning and knowing the needs of the setting well. As a result of the good staff deployment, the supervision of children is vigilant to meet the individual needs of all children throughout all parts of the day. The setting maintains accurate accident recording, according to settings policy and procedures. Therefore, if children do sustain an injury it is recorded and parents are notified swiftly and appropriately.

The manager and room leader has a good understanding of how to meet the learning and development requirements. They monitor the planning of activities on a regular basis by updating enhanced provision planning and ensuring that activities reflect the needs and interests of all children. The leader and deputy are able to identify gaps in educational programmes, communication and language, and make improvements in practice and resourcing to further enhance this area. The manager makes regular observations of all staff to monitor the quality of teaching including feedback through supervision to identify

strengths and weaknesses in practice. As a result, they are able to identify strategies for improvement which supports children's rapid progress. Staff refer to guidance to benchmark the assessments of children's progress. The manager reviews all assessments to ensure assessments are precise and reflect children's stage of development. There is excellent support for those children, whose starting points are below what is expected. The room leader swiftly identifies these groups of children through the robust assessment methods and works with the manager and parents to agree interventions which enable children to make rapid progress from their starting points. Children with identified additional needs such as speech delay are supported efficiently by staff and professionals alongside parents through agreed plans. As a result, gaps in learning are closed swiftly.

The leader has a strong commitment to safeguarding children and a detailed understanding of the safeguarding and welfare requirements. All staff adhere to all required policies and procedures, and are able to demonstrate what action to take in the event of a child protection concern, which is underpinned by in-depth training. Staff know how to keep children safe, through using the risk assessment process to identify all possible hazards and minimise risk. Staff take action to keep children safe, as they use mobile phones and cameras safely, for example, by not allowing mobile phones to be used in children's areas and by password protecting all computers. The setting has a range of written policies and procedures which support the consistent practice and approach to many aspects of the care, including behaviour management and the safeguarding of children. All staff and volunteers know the policies and procedures well and they are shared with parents and other partners, such as Ofsted and the local authority to ensure compliance with all requirements. Policies and procedures are reviewed regularly to reflect and improve practice and to take into account the views of staff, school, parents and children.

The setting alongside the school implement a safer recruitment policy to ensure all staff, volunteers and students are safe and suitable to work with children. This is enhanced through a robust and detailed induction that promotes the well-being of all children through safe care practices. Staff complete a range of training provided by the local authority and school to enhance their knowledge and skills further and to maintain all mandatory training. Staff complete training throughout the year which is linked to identified areas for improvement or the interest of staff. There are systems in place for the monitoring of all staff including the manager. Staff regularly meet with their line manager for supervision and appraisals. This system reflects on the practice of staff including their teaching and suitability. Priorities for improvement are identified, which are supported through, training, coaching or mentoring. As a result staff's practice is consistently improving.

There are good systems in place for self-evaluation which has led to effective improvement. All staff reflect on practice, and the views of the school, parents and children. Good progress has been made since the last inspection, as children now have access to better range of resources and creativity opportunities. As a result, the quality of provision is good and the setting work well with the school to maintain a clear vision based on their community school principles. The setting works extremely well with the school to agree how to prepare children for their transition to nursery. As a result, joint planning and experiences are available in order to ensure all children are well prepared for

the next stage in their learning. Partnerships with parents are strong but could be further developed as the setting encourages hard to reach parents to make a greater difference in their child's learning.



## 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

<b>Unique reference number</b>	EY423177
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	931581
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Voyage @ Flash Ley Committee
<b>Date of previous inspection</b>	09/11/2011
<b>Telephone number</b>	01785 356 642

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## Type of provision

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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.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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