

Farlea Childcare (St. Josephs)

St. Josephs RC Primary School, Hill Top, Hednesford, Cannock, Staffordshire, WS12 1DE

Inspection date	08/07/2014
Previous inspection date	15/01/2010

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		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

- Teaching is good because staff provide an interesting and challenging range of activities for children. Children actively engage in activities that they choose for themselves and those that are led by adults, which support their good progress.
- Children are safe in the group because staff have very good systems of assessing risk. Checking staff suitability is rigorous and staff implement clear policies on safeguarding children.
- The manager and staff are committed to developing the service further. They have clear development plans in place, which identify and target areas to improve the quality of the practice within the group.
- Children feel safe, secure and settled as they form strong and positive relationships with their peers and the staff working with them. Children are also very familiar with school staff, supporting their move to school.

It is not yet outstanding because

- There is scope to enhance the sharing of information with parents about how they can help support their children's learning at home, in order to build on the already good links between home and the group.
- There is scope to further extend the activities and resources so that two-year-olds have a cosy place to rest or talk with their peers.

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, children and staff interactions throughout the session.
- The inspector sampled a range of documentation, checked suitability of staff and the qualifications of staff working with children.
- The inspector observed snacktime, lunchtime and their routine for tidying away.
- The inspector looked at planning and children's assessment records.
- The inspector spoke to parents, and gained feedback and their opinions of the service provided.

Inspector

Dawn Robinson

Full report

Information about the setting

Farlea Childcare (St Joseph's) was registered in 2009. It is privately owned and managed and is part of a chain of settings run by Farlea Childcare Ltd. It operates from the nursery within St Joseph's Catholic Primary School in Hednesford, Staffordshire. The group serves the local area and is accessible to all children. The group opens Monday to Friday, from 11.30am until 3.15pm, term time only. Children attend for a variety of sessions. It offers integrated care in conjunction with the local authority nursery school. Children are cared for in the nursery classroom and have access to an enclosed outdoor play area. There are currently 12 children on roll, all of whom are in the early years age range. The group receives funding for the provision of free early education for two-, three- and four- year-old children. There are currently two staff working directly with the children, all of whom have an appropriate early years qualifications. The manager is qualified to degree level and the other member of staff holds a qualification at level 3. The group receives support from the local authority. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- strengthen existing good partnerships with parents by providing them with information about how they can support their children's learning at home, for example, by sharing suggesting simple activities they can do at home
- strengthen ways in which to further develop activities and resources, so that two-year-olds have a cosy place where they can rest quietly or talk to their peers.

Inspection judgements

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

The manager and staff have a good knowledge of the seven areas of learning, and staff know their key children well. They have a secure understanding of the benefits of play, and how children learn and develop. There are very effective links with the school, who provide their nursery classroom as the setting for this group. As a result, children benefit from a purpose built nursery with access to a wide range of resources. Before children start at the group, staff work closely with parents and carers to ensure they understand each child's individual learning requirements and starting points. Individual files are in place, for all children, which contain photographs, observations and assessments linked to the areas of learning. Observations on children attending the wrap around care are shared with the nursery teacher. These are used to effectively track children's progress, and to

plan for their next steps in learning. Staff provide a broad range of interesting and challenging activities, which incorporate children's interests and build on their existing knowledge and skills. Adult-led activities are carefully planned and differentiated to ensure they meet the individual needs of all children. Children are encouraged to make independent choices as they freely access activities and resources. Consequently, children are well prepared and motivated for the next steps in their learning, including starting school.

Children learn in an enabling, well-resourced environment in which they all engage in purposeful play. However, particularly for the youngest children, there is scope to extend quiet, cosy areas where children can sit and chat with friends or rest if they are tired. There is a strong focus on communication and language. Adult-led activities using 'Beat Baby' encourage children to talk and take turns. Children are confident to ask questions and join in with rhymes and stories. They enjoy playing games where they carefully listen to and follow instructions in order to find a specific coloured shape. Children cover several areas of learning as they play outside in the role-play garden centre. They enjoy filling different sized plant pots with compost, using trowels before planting numbered flowers, and counting how many are in their container. As a result, they learn to recognise numbers, develop an understanding of size and improve their coordination. Children use their imagination by taking on different roles, such as the shop keeper. They play with the cash register and exchange money as they buy and sell flowers. As a result, children learn to use everyday language related to money. Daily activities help support children's early literacy skills. For example, children have access to writing areas, inside and outside, with a wide range of writing materials, small number lines and the alphabet. Mark making is also encouraged through messy play by using shaving foam and gloop. Children choose to colour pictures of mini-beasts, which develop their pencil control. As a result, children are provided with a variety of learning experiences to develop their writing skills. An attractive reading area enables the children to develop a love of books. They can choose from a large variety of fiction and non-fiction books, helping them learn about different aspects of life and living. Children have opportunities to link sounds to letters during regular phonic sessions, where children learn rhymes and listen to the beginning sound in words. The environment is rich in print with clearly labelled resources. Therefore, children from an early age begin to understand that print carries meaning. Children confidently complete jigsaw puzzles and are eager to share their success with staff that congratulate and praise their efforts. The outdoor environment is exciting and stimulating, and is planned to promote learning in all areas. Children develop an understanding of the natural world as they learn about mini-beasts and grow strawberries. They enthusiastically search for mini-beasts in a purpose built area with logs and bark. Good teaching strategies are deployed as staff support the children by questioning and encouraging them to recall their knowledge of spiders. The stepping stones and climbing frame provide opportunities for the children to develop their physical skills, solve problems and take risks. Children are provided with a broad range of interesting and challenging opportunities, throughout the session, supported by skilled staff. As a result, they are motivated and eager to learn a new skill, which supports children's readiness for school.

Partnerships with parents are good. Staff share information about children's experiences verbally on a daily basis, and discuss where they need support. There are several opportunities for parents to look at their children's learning journey and discuss their

children's progress with their key person. Parents have opportunities to contribute to their children's records by completing 'something special' sheets, which record achievements at home. The progress check for children between the ages of two and three years is discussed with parents. At the end of the academic year, parents are provided with reports on their children's progress throughout the year. However, information shared with parents does not yet consistently include guidance about how they can help support their children's learning at home, so that they can build on the already very good links between home and the group.

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

An effective key-person system ensures that all children benefit from consistent carers, and enables children to feel safe and secure. There are strong links between the school and the group due to staff working in both settings. As a result, children form good relationships with staff that are employed by the group and school staff. When children first start at the group they are given time to settle in and adjust to the new environment. Information is regularly shared between the group, the school nursery, parents and other settings which children attend, ensuring continuity of care and learning. Children's safety, health and well-being are promoted through the group's clear and consistent policies and practices. Risk assessments and daily visual checks of the premises ensure that the environment is always safe, clean and fit for use. Regular fire drills teach children how to stay safe in an emergency. Low shelving and storage accessible to children means that they can select and put away resources independently. Children are actively encouraged to share and take turns. Their confidence is supported well by adults providing verbal praise and encouragement for their efforts. The behaviour of children is good due to the calm environment and positive role modelling of staff. As a result, children learn to negotiate and cooperate with each other, and they grow in confidence and self-esteem.

Children visibly enjoy the freedom to explore and play outdoors, contributing towards their very good health as they gain increasing control over their bodies. Children are encouraged to manage their own personal hygiene and go to the toilet independently. They understand the importance of keeping their hands clean, before handling food or after using the toilet, and regularly clean their hands by washing them. There are suitable facilities available for nappy changing. Children are provided with healthy snacks and their independence is encouraged as they pour their own drinks from jugs. They have the option of having a cooked meal, from the school kitchen, or bringing a packed lunch from home if they attend the group at lunchtime. Children sit well at snack time and enjoy the social occasion. Staff encourage good manners and talk to them about the benefits of healthy eating. The individual dietary needs of children are gathered from parents before children attend the group. All staff have attended relevant first-aid training. Children are encouraged to take responsibility for their own property, such as hanging their coats on a peg and putting their lunchbox on the trolley. As a result, children's health and independence are fully promoted.

Moves between the group, nursery class, the school and other settings are managed well. The majority of children attending the group attend the nursery in the school and are therefore familiar with the nursery classroom and staff. Children who move into the

reception class from the group or transfer to another school are fully supported. There is a clear transition policy in place. Staff visit the school with the children and teachers are invited to visit the group. Children engage in a range of activities to prepare them for their move to school. Information about individual children is shared with other settings, to ensure that the move between the group and school is a positive experience for the children.

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

The manager and staff are conscientious and have a very good knowledge of the Early Years Foundation Stage. All staff receive training to ensure that they are confident in the measures to safeguard children, and that they understand all the policies and procedures. As a result, staff have a good understanding of child protection and the procedures to follow if they have any concerns about a child in their care. Recruitment procedures are conducted by the owner and ensure that all staff are suitable to work with children. Staff are extremely vigilant to ensure that any unauthorised person is not able to enter the group nor any child able to leave unsupervised. During times when parents and their children are arriving and departing from the group, systems are in place to keep children closely supervised. There are written risk assessments, which are regularly reviewed alongside daily checks. This means that children are well protected in a safe environment.

The manager and staff ensure that there is good coverage of the educational programmes and provide a broad range of experiences. They work together to base planning on next steps and interests for individual children. The manager monitors assessment files, to ensure all children are making at least good progress and their individual learning needs are well met. She tracks children's continuous progress, so that any gaps can be identified and addressed with parents and key persons. The performance of staff is closely monitored and their ongoing professional development is actively promoted through many training opportunities. The qualifications of staff and continual professional development have an extremely positive impact on outcomes for children's learning and development. Staff receive annual appraisals and more frequent supervision sessions. There are opportunities for the manager to attend meetings with other managers to disseminate good practice. All staff have an induction period when starting at the group. They are supported by the manager and have regular meetings, ensuring they have a full understanding of the policies and procedures, and to identify any training requirements. For example, the group has booked training to further develop staff's knowledge and understanding with regard to the needs of two-year-olds.

The well-qualified manager and staff demonstrate an enthusiasm for their work with a commitment to improving achievements for children. Self-evaluation is good because the setting effectively identifies what they do well and how they can help children learn. It takes into account the views of staff, parents and children, in addition to other professionals. Parents are asked to complete regular questionnaires, and the group is swift to take action on any suggestions made. The group is committed to listening and responding to parents' views and comments. The manager constantly reviews practice and seeks to make improvements. She has a system to record areas to be developed, which

she uses effectively to ensure continuous improvements are made. As a result, ongoing quality improvement has a positive impact on the outcomes for children. There are effective partnerships with parents as staff work together with them to support the children in their learning and development. Daily verbal feedback ensures that parents are fully informed about their children's day. Parents are provided with regular newsletters, to inform them about events at the group and activities they can use at home, to support their children's learning and development. They are provided with copies of the policies and procedures in a welcome pack, and informed of any changes. Parents make positive comments about the group. They talk about the approachable, friendly and helpful staff, who know the children well. Staff understand the importance of working in partnership with other providers and local schools. They work well with external agencies and other professionals to ensure that children's individual needs are being met, by accessing the appropriate support and guidance if needed. The strong partnership between school and the group enables the staff to fully complement the learning and development provided by the nursery class.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY397067
Local authority	Staffordshire
Inspection number	874050
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	12
Name of provider	Farlea Childcare Ltd
Date of previous inspection	15/01/2010
Telephone number	07968940280

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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.

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