

Farlea Kids Club (St. Lukes)

St. Lukes C of E Primary School, New Penkridge Road, Cannock, Staffordshire, WS11 1HN

Inspection date	15/07/2014
Previous inspection date	06/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 all staff fully understand how to promote children's learning and have high expectations for their achievements and, as a result, children's progress is strong given their starting points and capabilities.
- Children are well behaved because key persons acknowledge good behaviour through consistent meaningful praise. Key persons effectively form close attachments with the children in their care.
- Effective management procedures, such as regular supervision and monitoring, enhance staff performance. Safeguarding children is a high priority within the provision. The self-evaluation process includes all stakeholders and identifies improvements that bring about effective changes for children.
- Partnerships with parents and carers is effective because there is very good two-way communication ensuring all parties are well informed, and work together to meet the children's needs and interests. There are effective partnerships with other professionals and providers to ensure children are well prepared for the move to school.

It is not yet outstanding because

- There is scope to further enhance children's very good skills in literacy.
- There is scope to extend children's imagination skills during outdoor play 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.

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 looked at a range of documents; attendance registers for children, staff and visitors, risk assessment, self-evaluation records and the provider's improvement plan, staff suitability and qualifications, the complaints log, and a range of policies and procedures which supports the service provided.
- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the registered person, the manager and various staff caring for the children.
- The inspector took account of the views of children and parents, spoken to on the day, and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

Farlea Kids Club (St. Lukes) was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a self-contained mobile classroom within St. Lukes Primary School, Cannock, Staffordshire, and is one of five settings managed by a private provider. The provider also operates an out-of-school provision within the school hall during the school holidays. There is a fully enclosed area available for outdoor play. The provision employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The manager holds a level 6 qualification and also holds Early Years Professional Status. The nursery provision opens Monday to Friday during term times. Sessions are from 7.30am until 6pm. The out-of-school provision is open during the school holidays between 7.30am and 6pm and operates from the school hall. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group. The provision 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 further improve the quality of the early years provision the provider should:

- continue to develop very high expectations of children, for example, by increasing their access to mark making resources during daily outdoor play times, to build their confidence and further foster their already good skills in literacy in readiness for school
- extend the already good opportunities for children to play imaginatively during outdoor play times, for example, by making relevant resources readily available, so that they can make connections in their play.

Inspection judgements

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

All staff and management have a very good awareness of the learning and development requirements of the Early Years Foundation Stage. As a result, teaching is effective throughout the provision and children make good progress towards the early learning goals. The management and staff show high levels of commitment, enthusiasm and expectations for the children in their care. As a result, children make good progress given their starting points. Key persons ensure that the teaching strategies used enhance children's physical and communication skills alongside their personal, social and emotional development. For example, the staff make the most of planned and spontaneous

opportunities to support older children's critical thinking, as they use both closed and open questions with them during play. Consequently, children's language and communication is fostered well. The staff working with the younger toddlers follow their lead and support their listening and understanding skills. This enhances their skills in communication. During circle time, children sing songs and number rhymes. They sit very well and concentrate for long periods of time. This supports their readiness for starting school. All children enjoy outdoor play times. Here they practice their climbing and balancing skills, and take risks in their play, supported by the staff that ensure their safety at all times. Children enjoy being imaginative as they sit in the tyres playing mums and babies. However, at times, the playhouse provided to enhance children's imaginary play is not always well-resourced with items, such as play food, cups and plates. Consequently, children's play is not always fully maximised.

Children of all ages enjoy outings to places of interest. This includes walks to the local supermarket with their lists to buy fresh fruits for their snack times. The staff foster children's interest in animals by taking them to the local aquarium. Here they look at and talk about the various fish they see. Following this, to support children's interest further, the staff purchased some goldfish, so that children can care for them in their classroom. Building on children's interests in pets further, following a visit from a local pet shop, who brought in a variety of small animals for the children to see and hold, the staff also purchased a pet rabbit for the children. Children enjoy regular visits to the local library where they listen to story time with the librarian and choose books to bring back to the provision. This supports children's growing interest in literacy. The staff further support children's interest in literacy as they make the crayons and pencils freely available during indoor play times. However, this is not always extended to outdoor play. For example, there are no chalks or water and brushes for children to freely access as they wish. Consequently, children's literacy skills and, consequently, their readiness for school is not fully maximised at all times.

The children are observed as they play and the staff identify their interests as they plan for their next steps in their learning. This effectively ensures children's needs are met. The staff ensure children's progress is tracked, thereby effectively monitoring any gaps that arise in their development. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported by their key persons. Staff caring for toddlers within the nursery discuss with parents the most suitable time to provide a comprehensive summary of their child's learning and development in time for their progress check between the ages of two and three years. Partnership building with parents is very effective. The staff and parents share what they know about the child through verbal and written two-way exchanges of information. Consequently, children's learning, both at the provision and at home, is fully supported by all parties. As a result, children's care, learning and developmental progression is effectively supported.

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

A welcoming and warm environment is provided for all children and their parents. Key person systems support close attachments with all children. As a result, children feel a strong sense of belonging to the setting and their self-esteem is effectively fostered.

Children show empathy, for one another and the staff caring for them, because the staff are good role models and interact positively with the children. This ensures their good behaviour is fostered. The manager has undertaken transition training. As a result of this, there is a good approach to helping children cope with changes in their lives. Through discussions with parents, she and the staff ensure children settle quickly into the provision and are ready to learn. The communication between the nursery, other settings and school also ensures that all parties identify and meet the children's needs. Consequently, children become ready for the next phase in their learning and school.

Children's healthy lifestyles are fostered because they have daily opportunities to play in the fresh air. They take regular exercise using small and large equipment, thereby building their physical development over time. During snack times, children are provided with healthy options. This supports children's healthy lifestyle. Children are themselves learning about a healthy lifestyle as they plant, grow and harvest their own vegetables from their own growing patch. Here they pick pea pods and open these, looking on in awe at what they have harvested. The staff also support children's learning about personal safety because they are included in the evacuation procedures of the provision.

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

The management and all staff have a very good understanding of the of the safeguarding and welfare requirements of the Early Years Foundation Stage. For instance, the staff undertake risk assessments in all indoor and outdoor areas, and also for all outings off the premises, to ensure children are kept safe at all times. All policies and procedures are robust and are followed closely by the staff to ensure children are cared for in a well-organised and safe environment. Staff attend safeguarding training and are fully aware of the possible signs of abuse, what to do and who to contact should there be any concerns. There are robust recruitment procedures in place and ongoing checks of the suitability of all staff to work with children.

The monitoring of the teaching and learning programmes within the provision is good. This ensures children's learning and development is fostered well. For example, the management observe staff practice, providing staff with feedback through supervision, so that practice continues to improve over time. Consequently, staff conduct is of a high level. Staff are well-qualified and attend ongoing training to further enhance their already good awareness of how children learn through successful engagement. The continuing, targeted programme for the professional development of all staff ensures they have high levels of knowledge and understanding about how children learn. The self-evaluation processes in place are good and include input from senior management, all staff and the parents and their children. Areas for continuous improvement, to benefit the children's learning and development, are identified on an ongoing basis. This includes training. For example, staff have attended training on supporting two-year-olds. Following this, they made changes to the layout of the room to ensure the younger children are able to move about and access the broad range of indoor resources as they wish, with focussed support from their key persons. Staff have also attended schema training and, as a result, are able to identify older children's schema's and support them with this, through very positive

interaction across a broad range of activities both indoors and outdoors. The manager uses knowledge, gained while undertaking her degree and achieving Early Years Professional Status, to support the staff and ensure high levels of care and learning are consistently implemented to ensure children enjoy their time and progress well.

There are effective partnerships with parents and other providers. As a result, everyone works closely with the individual child and their family. Information is provided to parents about the provision, their child's care and their learning and developmental progress at all levels. Parents speak very positively about the provision, in particular, the high levels of care their children receive from the staff. They also comment on how well-settled their children are and how their children enjoy the broad range of interesting activities and play opportunities that are provided.

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	218324
Local authority	Staffordshire
Inspection number	876313
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	32
Number of children on roll	24
Name of provider	Farlea Childcare Ltd
Date of previous inspection	06/07/2009
Telephone number	01543 459680 and 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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