

# Farlea Childcare (St. Annes)

Church Hall, Lynton Avenue, STAFFORD, ST17 0EA

<b>Inspection date</b>	15/01/2015
Previous inspection date	11/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Staff have a good understanding of the children's learning and development needs and use their interests to support the planning of suitable activities. This ensures that children are motivated to engage and learn.
- Partnerships with parents and other providers are good. Staff ensure that children have access to a variety of activities that support and build on their learning opportunities at school.
- There is an effective self-evaluation process in place that identifies strengths and weaknesses of the provision. This is used to formulate action plans in conjunction with staff and children to ensure the provision meets the needs of the children.
- Safeguarding awareness is good. Staff understand their responsibilities and are confident to report any concerns they may have in order to ensure children are protected from harm.
- Children are provided with opportunities to develop empathy and support for others, resulting in strong friendships and a sense of responsibility.

### It is not yet outstanding because

- The use of the outdoor area is not always effectively planned for to encourage children to explore and experiment with their physical skills.

## 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 held meetings with the manager, and spoke with staff and children throughout the inspection.
- The inspector looked at documentation, including planning documentation and staff personnel files.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and the improvement plan.
- The inspector observed activities in the main hall, meeting room and the school collection procedure.

## Inspector

Lynsey Hurst

## Full report

### Information about the setting

Farlea Childcare (St. Annes) has been registered since 2009. It is privately owned and is part of a chain of five settings owned by Farlea Childcare. The setting operates from St Anne's Church Hall, Stafford. It has use of the large hall, meeting room, kitchen and toilets. There is an enclosed area available for outdoor play. The setting is open each weekday from 7.30am to 8.45am and 3.15pm to 6pm during school term time. Children that attend come from St Anne's Roman Catholic School. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 80 children on roll, nine of whom are in the early years age range. There are four members of staff who work directly with the children. Of these, one has a relevant degree and three have qualifications at level 3.

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

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

- enhance the planning of outdoor activities so that children are provided with even more opportunities to develop curiosity through having the freedom to explore and experiment with their physical skills.

## Inspection judgements

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

Children benefit from being cared for by staff who have a good knowledge and understanding of their needs. Staff work closely with the school to ensure the children are provided with a range of activities and resources that extend and complement the children's learning within the school. For example, the setting ensures that its topics are the same as those within the school. As a result, children's learning and development needs are supported well. However, planning for activities outside does not always support children to explore and experiment to enhance their physical skills. Ongoing observations, achievements and targets are shared between the setting and the school to ensure their progress is well documented. Staff demonstrate they have the necessary skills and understanding of how to help children learn and develop. For example, children who access writing activities are encouraged to use phonetics in order to spell words while they use their imagination to make up stories. As a result, opportunities for children to develop their literacy skills are extended. Staff deploy themselves effectively so that children are supported by staff who understand their needs.

Children form strong relationships with peers and children enjoy playing together. Staff encourage the older children to undertake specific tasks or roles within the setting. For example, snack monitors promote younger children's independence skills by supporting them to put away their plates and cups after snack. As a result, children are developing a

sense of being valued and responsibility. Children are confident within the setting and are comfortable when new people attend the setting and ask, 'What's your name?' The setting has developed a children's council group that meets regularly to discuss activities, children's interests and improvements that the children want to see within the setting. This ensures that children's voices are heard and that activities are based around children's interests. There is a wide range of resources that encourage children's independent learning, as they make choices about what they would like to do. As a result, children are fully engaged in their play, which helps to support their learning and development.

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

Children are happy, secure and well settled at the setting. Close relationships have developed between staff and children as the staff join in and play with the children during activities. An effective key-person system ensures that children are supported in developing secure attachments. The children are well behaved and know what is expected of them. Children demonstrate a good understanding of the daily routine. For example, when entering the setting, children immediately put away their coats and bags and wash their hands for snack. Older children act as mentors for the younger children, encouraging them to be independent. Children's health and well-being is successfully promoted as they are provided with a range of healthy snacks and physical activities are available inside.

Children manage their own personal needs and the youngest children are offered support if needed. Children are also supported to keep themselves safe as they move around the setting and when walking to and from the school. Staff have a designated route that avoids the main playground and car-park area to ensure any unnecessary dangers are limited. These procedures are supported by clear risk assessments to ensure the safety of the children is prioritised. Staff remind children to be careful when participating in physical activities and safety mats are provided.

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

There is a good range of robust policies and procedures in place that support the staff in ensuring that children are kept safe and protected from harm. Policies are reviewed regularly and staff are involved in this process, this ensures that staff are kept up to date with any changes to support their practice. Risk assessments are completed and reviewed regularly to ensure the environment is safe, secure and suitable for the varying needs of the children who access the setting. Safeguarding responsibilities are fully understood by the management team and all staff. Staff clearly explain the procedures they need to follow should they have concerns over the safety of a child.

Staff performance is supported through regular supervision. The management team complete observations on individual staff performance and feedback any strengths and weaknesses during supervision. This ensures the staff performance is monitored and any underperformance issues are dealt with quickly. Training needs are discussed on an individual basis and then shared with the management team to prioritise training that will

support the setting and the children's needs.

Partnerships with parents are good because information is shared regularly. Parents speak positively about the setting and their views are gathered through daily communication. Children are involved in the evaluation of activities through council meetings and this along with parent feedback is used to strengthen the setting's self-evaluation process as their views are taken into account. This ensures that the setting has a clear commitment to offer high quality childcare and learning opportunities for the children. Partnerships with the school are very good. The staff work closely with class teachers to ensure children's next steps for learning are fully supported and that progress is consistent. Planning is used effectively to ensure that activities complement the learning that takes place within the school across all age ranges. This supports children's learning and development needs consistently.

### **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
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY397084
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	859847
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Farlea Childcare Ltd
<b>Date of previous inspection</b>	11/03/2010
<b>Telephone number</b>	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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