

# Farlea Childcare (Gorsemoor)

Gorsemoor Cp School, Gorsemoor Road, CANNOCK, Staffordshire, WS12 3TG



**Inspection date** 3 February 2015  
Previous inspection date 14 July 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children demonstrate increasing independence within the club. All staff respect all children and consistently encourage them to have their own views and opinions. The children's council meetings provide opportunities for children to become involved in making decisions in all aspects of the club.
- Children are happy, secure and confident. The key-person system is effective and all staff build positive relationships with parents and children. Staff gain detailed information from parents and teachers. This allows them to get to know the children well, provide continuity of care and learning and support their individual needs.
- Staff are well qualified and understand the importance of providing children with quality play opportunities. They provide children with a wealth of experiences in order to support their all-round development and prepare them for their next stage in their learning.
- Children's welfare is fully assured. All staff attend safeguarding training and have a secure knowledge of their responsibilities to protect children from harm. Detailed risk assessments are in place and staff ensure risks are managed effectively to keep children safe.

### It is not yet outstanding because:

- Opportunities for staff to share their good practice are not offered regularly enough to raise the quality of learning and play experiences to outstanding levels.
- Links with the host school are excellent, however, the manager has not yet thought of all ways in which to build equally strong links with the other schools some children attend.

## What the setting needs to do to improve further

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

- improve the effectiveness of staff's performance even further by providing more opportunities for them to share and evaluate each other's work, in order to develop excellent practice and provide children with even higher quality play experiences
- develop further links with other schools children attend so that all children fully benefit from a shared approach to supporting their interests and achievements.

### Inspection activities

- The inspector had a tour of the out of school club with the manager.
- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector looked at a sample of policies, children's records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the clubs self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

### Inspector

Emma Daly

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are happy, motivated and enjoy their time in the club. Staff interactions are good. Staff support children during activities through joining in with their chosen play. Children lead their own learning and are actively engaged in activities. They enjoy building structures with large construction materials and tyres, and concentrate for sustained periods of time. Children use their imaginations and develop their own ideas. Children's social skills are promoted as they are encouraged to work together. Children enjoy using a variety of writing equipment and craft resources to create their own pictures and music shakers. Staff engage children in conversations and use skilful questioning to extend learning further. Children demonstrate good speaking and listening skills as they take part in detailed discussions. Children have independent access to computers and are supported well to complete homework if they choose to do this.

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

Children are extremely confident and independent. The effective key-person approach means children settle quickly and their emotional well-being is effectively supported. Children have daily opportunities for fresh air and are developing their physical skills as they play in the outdoor area and the hall. Children enjoy dancing and playing ball and ring games. Staff support children well as they learn rules and negotiate space safely. Staff ensure children's individual dietary needs are met through providing healthy snacks. Children follow good hygiene procedures to ensure that their good health is promoted. Children's behaviour is very good. Staff effectively teach children to value and respect one another. Children are encouraged to become responsible for managing their own emotions and conflicts, which helps children to understand the consequences of their actions. Children are actively involved in forming their own rules and so have a good understanding of the expectations and the boundaries within the club.

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

Leaders and managers have a secure knowledge of the requirements. Recruitment and selection is robust to ensure the suitability of all staff. The manager works alongside the staff team and continually supports their practice. She completes supervisions to discuss any issues and identifies training needs. Performance management arrangements are mainly good. However, staff do not regularly share and evaluate their good practice as a way of further raising the overall quality of learning and play experiences offered. Self-evaluation is rigorous and involves parents and children. The manager accurately identifies priorities for improvement to enhance the provision. Information sharing with teachers effectively supports those children who attend the host school. However, the same level of partnership working is not yet established with other schools. Consequently, not all children fully benefit from a shared approach to their care and achievements.

## Setting details

<b>Unique reference number</b>	EY390342
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	859262
<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>	60
<b>Number of children on roll</b>	115
<b>Name of provider</b>	Farlea Childcare Ltd
<b>Date of previous inspection</b>	14 July 2009
<b>Telephone number</b>	07752 453154

Farlea Kids Club (Gorsemoor) was registered in 2009. It operates from the nursery unit within the host school and is managed by a limited company. The club employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one at level 2. The club opens from Monday to Friday from 7.30am until 9.00am and 3.00pm until 6.00pm during school term time.

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