

Flamingo Club

St. Roberts First School, Oldgate, Morpeth, Northumberland, NE61 1QF



Inspection date

17 April 2015

Previous inspection date

23 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always use the information gained from their observations of children's learning to support future planning.
- Monitoring systems to track children's ongoing progress are not consistent, which means any gaps in their learning and development are not always identified as quickly as possible.
- Occasionally, staff do not fully maximise opportunities to extend children's communication and language skills throughout their activities.

It has the following strengths

- Staff are qualified, which means they have a sound knowledge of the requirements of the Early Years Foundation Stage. They follow children's individual interests to provide them with a variety of fun and exciting activities across all seven areas of learning.
- Children are provided with a safe and secure environment as written risk assessments are in place and staff complete daily safety checklists. They have a clear understanding of how to safeguard children and know what procedures to follow if they have any concerns.
- Staff have developed good links with the local primary school where they are located and share relevant information with teachers. This ensures children are well prepared for their future move.
- The management team are passionate and enthusiastic about their role. They use self-evaluation to reflect on their practice, which shows a commitment to continuous improvement.
- Staff appropriately support children with special educational needs and/or disabilities and children who speak English as an additional language. This means suitable strategies are in place to ensure children's individual requirements are met.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use the information gained from observations to plan experiences and opportunities, which promote children's next steps in their learning to help them make the best possible progress.

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

- improve monitoring systems to consistently track children's ongoing progress to ensure any gaps in their learning and development are quickly identified, in order to implement appropriate strategies or access intervention where required
- extend children's communication and language skills by making the most of every opportunity to engage in constant discussion, ask questions and introduce new vocabulary throughout their everyday play.

Inspection activities

- The inspector viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and provider, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff complete regular observations and assessments, including the progress check for children between the ages of two and three years. These recognise children's achievements and identify their next steps in learning. However, this information is not always used effectively to plan future learning opportunities. This means children do not make good progress from their starting points. That said, nearly all children are within the typical range of development for their age. Children are gaining some of the necessary skills needed for the next stage in their learning at school. They remain interested, engaged and motivated throughout their activities. Children show concentration as they use the tablet computers and participate in imaginary play as they access a selection of small world resources. Children enjoy talking to their peers and staff interact well with them as they get down to their level. However, staff do not always engage in constant discussion, use effective questioning techniques and introduce new vocabulary to children, for example, when taking part in role play and creative activities. As a result, children's critical-thinking and communication skills are not always fully extended.

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

An effective key-person system is established, which enables children to form secure and positive relationships with staff. This successfully promotes children's emotional well-being as they are clearly happy and content. Staff are caring and sensitive to children's individual needs. Consequently, children show confidence in their environment and have a good sense of self and belonging, even if they are new to the setting. Staff manage children's behaviour well as they use a number of strategies, including distraction techniques. This means children start to understand what is appropriate and acceptable behaviour. Staff use regular praise and encouragement to develop children's self-esteem. Children are developing a good understanding of how to keep themselves safe and healthy. For example, there are daily opportunities for outdoor play and children enjoy accessing the indoor climbing frame and slide. This ensures children can be physically active and learn to take appropriate risks.

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

The management team and staff work together to monitor the educational programmes to ensure that all areas of learning are appropriately covered. There are systems in place to track children's ongoing progress, however, these are not consistent. This means it is often difficult for staff to quickly identify gaps in children's learning and development, to enable them to access additional support or intervention if necessary. Performance management systems, such as appraisals and team meetings, ensure staff are supported to further their professional development. In addition, the management team actively encourage staff to attend relevant training. Staff have established positive relationships with parents, external agencies and other professionals as they fully understand the importance of partnership working.

Setting details

Unique reference number	301870
Local authority	Northumberland
Inspection number	867340
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	30
Number of children on roll	100
Name of provider	St Robert's Flamingo Club Limited
Date of previous inspection	23 March 2011
Telephone number	07976207180

Flamingo Club was registered in 1994. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. Pre-school sessions are Monday to Friday, from 9am until 3pm, during school term time. The setting also runs out-of-school care from 8am until 9am and from 3pm until 6pm, during school term time. The setting receives funding for the provision of early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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