

# Flipflops Childcare

Allextion Youth & Community Centre, Frolesworth Road, LEICESTER, LE3 6LP



## Inspection date

23 June 2015

## Previous inspection date

22 June 2012

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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- Staff do not use discussions during activities to ask questions that extend children's language or give sufficient time for them to think about their answer before responding.
- Information gained through the observations of children involved in activities does not consistently give sufficient information to enable staff to successfully identify the next steps in children's learning.
- Staff do not always give children the opportunity to explore and gain the most from their chosen activity.

### It has the following strengths

- Children behave well. They receive lots of praise and encouragement from staff and respond well to requests made of them.
- Children are safeguarded because the staff are fully aware of their role and responsibility if they have a concern about a child in their care.
- Children and their families benefit from a gradual introduction into the setting. This enables staff, children and parents to build relationships, and children to become familiar with their new environment.
- Children learn about diversity and the wider world through resources that reflect different cultural backgrounds and disability. They learn about cultural celebrations and have the opportunity to try foods from different countries.

## What the setting needs to do to improve further

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

- make the most of every opportunity to extend children's language skills, for example, by asking open-ended questions and ensuring that children are given thinking time before they are expected to answer
- improve the information gained through observations of the children to give a clearer picture of children's learning in order to identify their next steps.

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

- revise practice to ensure that children gain the most from their chosen activities, for example, by ensuring there are sufficient resources available during craft activities and giving them time to complete their artwork.

## Inspection activities

- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector spent time with the manager of the provision and spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector checked evidence of suitability of all members of staff, their qualifications and the provider's processes for self-evaluation.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.

## Inspector

Tracey Boland

## Inspection findings

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

Staff understand how children learn and develop, and observe children involved in activities. However, the information gained is minimal. It does not enable staff to clearly identify the next steps in their learning and plan activities to enable children to make good progress. Children's personal, social and emotional skills are developing. Circle time and snack time are social occasions and children are confident within the daily routines. Children make informed choices with regard to their play. However, at times staff do not enable children to get the most from the activities. For example, a child playing with the collage was told they could only use a certain amount of the materials and the time afforded them to complete their picture was restricted because their friends needed a turn. Staff chatter to the children during activities. However, they do not extend children's language, thought processes or give children sufficient opportunity to think about their response and answer questions. Therefore, children's communication and language skills are not fully promoted.

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

Staff develop clear relationships with children and their families during the gradual introduction to the setting. Information gained from parents about their child's needs are included in the daily planning and children settle well and feel safe. Staff offer lots of praise and encouragement to children which encourages their confidence and self-esteem. Children's health and well-being is supported and they enjoy physical play, both indoors and outside. Children use wheeled toys, such as bikes and scooters and enjoy group games, such as when using the large parachute. Children's independence is encouraged and staff support them to open their own food wrappers at snack time. These skills support children as they prepare for the next stage in their learning.

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

The manager and staff have an adequate understanding of the Early Years Foundation Stage. Recruitment, selection and induction procedures are suitable and staff complete the required checks to ensure their suitability to work with children. The environment is safe and secure, and staff fully understand how to safeguard children. However, processes for monitoring the educational programmes and performance of staff are still developing. At present, information gained through observations of children learning lack content, in order for staff to clearly identify children's next steps. Staff access training but information gained regarding developing children's communication skills is not yet embedded in practice to enable children to make best progress. Links with local schools and external agencies are continually developing which encourages continuity of care and supports children through the transition to school.

## Setting details

<b>Unique reference number</b>	EY436118
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	853719
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Allexton Youth And Community Centre Committee
<b>Date of previous inspection</b>	22 June 2012
<b>Telephone number</b>	01162238280

Flipflops Childcare was registered in 2011. The setting is open from 9am until 12 noon, term time only. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting employs four staff. Of these, three hold appropriate early years qualifications at level 3 and one is completing an early years qualification at level 2. The setting receives early years funding for two-year-olds.

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