

Flipflops Childcare

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



Inspection date	29 January 2016
Previous inspection date	23 June 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Ofsted has not been provided with the necessary information about the nominated person of the committee responsible for the provision. Consequently, required suitability checks have not been completed.
- Leadership and management systems for monitoring staff practice are not fully effective in ensuring that every child makes as much progress as they can.
- Not all staff use observations to identify children's level of achievement and interests, in order to plan support and activities that promote their successful learning.

It has the following strengths

- Children's personal, social and emotional needs are met effectively by staff. They separate happily from their parents on arrival and relationships between staff and children are good. Parents share positive views about the provision. They say that children have fun and there is always a lot for them to do.
- Staff work well with parents and other professionals to support families who have complex needs. Children with special educational needs are supported effectively. Children who speak English as an additional language are supported to use their home language as well as to learn and reach a good standard in English.
- Children's awareness of similarities and differences and the wider world is supported well.
- Children enjoy exploring with their senses while they make marks with paint and glue and create collage pictures with different materials.

What the setting needs to do to improve further

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

	Due Date
■ ensure that Ofsted is aware of changes to the nominated person and that all relevant information is submitted in a timely manner so that suitability checks can be completed	01/02/2016
■ ensure that observation and assessment are consistently used by all staff to plan effective activities and support, in order to help all children make best progress	18/03/2016
■ make sure that the quality of teaching is consistent across the staff team so that all children are inspired and challenged appropriately.	18/03/2016

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

- extend procedures for monitoring and improving the quality of teaching to ensure that all children are suitably challenged and make as much progress as they can.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager of the setting. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are ineffective. Required suitability checks for the nominated person of the committee responsible for the provision have not been completed. Even so, childcare staff are aware of the local child protection referral procedures to follow if they are concerned about a child. They ensure that children are always supervised. Monitoring of staff practice is not fully effective to ensure that the quality of teaching and planning for children's learning is consistent across the staff team. The recently appointed manager has identified weaknesses and training needs and has devised an action plan. However, this has not yet been fully implemented to improve the quality of some staff members' practice. Parents share positive views about the provision. They say that children have fun and there is always a lot for them to do.

Quality of teaching, learning and assessment requires improvement

Staff practice is variable with regard to ensuring that all children are challenged effectively in their learning. Older children enjoy chatting with staff, who encourage their thinking skills effectively. However, some younger children's speaking skills are not fully supported. Children are keen to be involved in exploratory play activities. They enjoy being creative with paint, a variety of different brushes, glitter and collage materials. Some children explore texture as they spontaneously paint their own hands and print with them. While doing so, they inadvertently mix colours, but staff do not help them to identify the colours they have created. The morning session begins with a short group time that involves all children. Children happily sing a good morning song and join in when staff encourage them to count the children present. Children listen as the good variety of activities available is explained to them. However, midway through the session when all children sit together again for a story, their different developmental needs are not recognised; younger children are not engaged or interested. Staff encourage children to recognise their own names. Some older children are able to create their names with magnetic letters and some are beginning to write recognisable letters.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management with regard to suitability checks lead to children's overall safety being compromised. However, the environment in which they play is safe, warm and welcoming. Children's emotional security is addressed well. A gradual settling-in period is agreed with parents in accordance with their child's needs. Staff foster the development of children's confidence and self-esteem, using positive reinforcement as a major strategy for managing behaviour. Children's independence is successfully promoted. Children are active and practise physical skills in different ways every day.

Outcomes for children require improvement

Staff obtain some information from parents to determine children's starting points. Most children's learning builds on what they already know and can do, and they reach expected levels of achievement. Older children gain basic skills to prepare them for school. However, some children are not making as much progress as they can due to the inconsistent use of observation and assessment to plan for their future learning.

Setting details

Unique reference number	EY436118
Local authority	Leicester City
Inspection number	1020988
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	24
Name of provider	Allextion Youth And Community Centre Committee
Date of previous inspection	23 June 2015
Telephone number	01162238280

Flipflops Childcare was registered in 2011. The setting employs five staff. Of these, three hold appropriate early years qualifications at level 3 and two are completing early years qualifications at level 2. The setting is open Monday to Friday from 9am to 12 noon, term-time only. It provides funded early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language, disabled children and those with special educational needs.

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.

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