

Flipflops Childcare

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



Inspection date	18 May 2016
Previous inspection date	29 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff have worked consistently to make significant improvements since their last inspection. Through their close monitoring and evaluation of their provision, their detailed plans and the support of local advisers, they have very effectively implemented good quality practice.
- Key persons closely observe and accurately assess children's individual progress and next steps in their learning. They support children's development well through a combination of planned activities and by providing a very stimulating environment. Children make good progress across all areas of their learning.
- Staff demonstrate a good understanding of how children learn. Through successful teaching methods, children enjoy interesting and challenging experiences which extend their learning effectively.
- Children benefit from being cared for by professional, friendly and caring staff who spend good quality time supporting them in their activities. Children build strong relationships with staff. They are settled and happy and grow in confidence.
- Partnerships with parents and carers are effective. Staff spend time getting to know the children and their families during the settling-in procedures. They liaise effectively with parents and with external agencies so that they work well together to ensure that children get the support they need.

It is not yet outstanding because:

- Detailed information about younger children's ongoing progress is not consistently shared with parents. Staff do not regularly offer parents a clear picture of what their children can do and how they can support their children at home.

What the setting needs to do to improve further

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

- enhance the sharing of information with parents about their children's learning.

Inspection activities

- The inspector observed activities in both of the main playrooms and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and nominated person for the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are vigilant about children's safety and understand the procedures to follow if they are concerned about a child's welfare. Vetting procedures for staff and nominated persons are thorough. The manager employs rigorous systems to precisely monitor the educational programmes and quality of teaching. Ongoing supervision and appraisal of staff enable individual learning needs to be identified and precise areas targeted for improvement. Professional development is encouraged through training and the sharing of good practice. Provision and practice are subsequently enhanced, such as through the revision of the planning processes and the introduction of innovative sound activities to promote children's speaking and early literacy skills.

Quality of teaching, learning and assessment is good

All staff consistently offer children attentive support and act as very effective role models. Younger children are encouraged to enjoy exploratory foam play. They watch with interest as staff clap their foamy hands and liken the effect to snow falling. Children's confidence grows and they explore the feel of the foam and clap a little, smiling at the effect they create. Staff extend children's learning and exploration further as they sing nursery rhymes and make marks in the foam on their hands acting out the song. Children watch fascinated and develop their manipulative skills as they make marks on their own hands. Group activity times develop children's listening and attention skills very effectively. Older children are inspired and interested to explore sounds and they giggle as they look at themselves in the hand-held mirrors and watch their mouths move to make the sounds.

Personal development, behaviour and welfare are good

Children enjoy the freedom to choose from two well-resourced large rooms, giving them space to explore and develop their play. They enjoy hunting for dinosaurs hidden inside shredded paper, collecting them and setting them out to study each one. They transport them in boxes and tubs, developing imaginative scenarios. Older children explore large-scale construction items. They talk about making a bus. Staff support them to cooperate with their friends as they experiment with building and balancing the large pieces. Children enjoy social snack time and key persons closely support younger children at this time. They learn to respect others' views and needs as they take turns in conversation, share the fruit bowls and learn about different preferences and interests. Children are active and enjoy physical activity in the larger playroom and through daily access to the outside area.

Outcomes for children are good

Children are making good progress in their learning given their starting points. Their communication and language are developing very well. Children show that they can listen, attend to tasks and concentrate on things that interest them. They learn independence skills, are happy at the setting and are becoming successful, confident individuals with improved self-esteem. All children are effectively acquiring the key skills they need for the next stage in their education. This includes those who speak English as an additional language and children who have special educational needs or disability.

Setting details

Unique reference number	EY436118
Local authority	Leicester City
Inspection number	1039482
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	18
Number of children on roll	23
Name of registered person	Allextion Youth And Community Centre Committee
Registered person unique reference number	RP524809
Date of previous inspection	29 January 2016
Telephone number	01162238280

Flipflops Childcare was registered in 2011. The pre-school employs three staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday from 9am until midday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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