

# Voyage @ Flash Ley

Flash Ley Cp School, Hawksmoor Road, STAFFORD, ST17 9DR



## Inspection date

12 September 2017

Previous inspection date

9 September 2013

<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
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 effective collaboration between the provision and the school's early years unit results in well-targeted continuous improvements. Recent improvements include closer monitoring of children's progress and the interventions in place for children who are making less progress. This helps to make sure children have the support they need to prepare them for the move on to school.
- Staff are highly skilled in supporting children's interests and encouraging them to initiate and take the lead in their play. Children become absorbed in their self-chosen play and exploration. They become motivated and active learners who explore, experiment and play imaginatively and creatively.
- Children's emotional well-being is successfully supported. Staff are sensitive and caring and give children all the support they need to feel safe and secure.
- Staff work in partnership with parents to help children to settle and be happy to stay and play when they first attend. Staff who work with babies provide individual tailored care for children, based on children's ongoing needs and parent's wishes.

### It is not yet outstanding because:

- Teaching is not sharply focused on incorporating children's next steps in learning into daily activities so that children are consistently supported to make rapid progress.
- Staff are less successful in engaging parents to work collaboratively with them to complete assessments and support learning at home.

## What the setting needs to do to improve further

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

- continue to increase the focus of teaching, particularly to enhance children's achievement towards their individual next steps in learning, to help them make consistently rapid progress
- collaborate more with parents to complete assessments and support learning at home.

### Inspection activities

- The inspector observed children at play in all playrooms and the outdoor area. She assessed the quality of interactions between staff and children.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a number of discussions with the head and deputy headteacher, head of early years and setting manager. She looked at relevant documentation and evidence of the suitability of persons working in the setting.
- The inspector spoke to children during the inspection. She spoke to parents and carers and took account of their views.

### Inspector

Christine Armstrong

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a robust understanding of their roles and responsibilities with regard to child protection issues. They understand and implement procedures if they have a concern about a child's welfare. Recruitment, vetting, induction and ongoing suitability checks are thorough to ensure staff are suitable to work with children. The premises are safe and secure and the deployment of staff ensures children receive high levels of supervision. Staff welcome parents into the setting and develop positive relationships with them. They regularly invite parents to events, such as end of term picnics. They seek and respond to the needs and wishes of parents. The programme for professional development provides continuous guidance and support for staff. It helps staff to further their knowledge and skills and provide good-quality care and learning for children.

### Quality of teaching, learning and assessment is good

Staff provide a wide variety of stimulating activities indoors and outdoors. They successfully help children to quickly develop confidence to move independently between activities. Staff skilfully join children in their play and use their knowledge of children's experiences to help them to make links in their learning. Staff help children to learn how to play with and use equipment safely. Staff model investigative behaviour and help children to become inquisitive learners. Children quickly develop a drive to find out about the things they hear and see, such as insects that land on outdoor equipment. Staff continually model language and help children to build and use an increasing vocabulary. Staff who work with children aged two to three years successfully capture and maintain children's interest and response at story time. Staff plan daily phonic sessions that develop older children's speaking and listening skills.

### Personal development, behaviour and welfare are good

Staff are good role models for children who learn to share, take turns and consider others. Children learn to identify similarities in themselves and others. Staff help and encourage children to do as much as they can for themselves. Children quickly learn to manage their own personal care and pour their own drink at the snack table. Children are well motivated to be physically active. They learn how to manage risks safely, such as climbing up the climbing frame and sliding down the pole.

### Outcomes for children are good

All children make good progress taking into account their starting points. They become motivated learners who show good levels of energy and fascination. Babies spend their time exploring and discovering the new things around them and the new things that they can do. Younger children sit, listen and join in at story time. They handle and manipulate a wide range of materials and resources. Older children take part in conversations. They speak and sing in front of small groups and describe the sounds they hear outdoors. They make purposeful marks with a range of media and express their thoughts and ideas as they paint a self-portrait.

## Setting details

<b>Unique reference number</b>	EY423177
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1101772
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Flash Ley CP School Governing Body
<b>Registered person unique reference number</b>	RP530437
<b>Date of previous inspection</b>	9 September 2013
<b>Telephone number</b>	01785 356 642

Voyage @ Flash Ley registered in 2011 and is governed by the school governing body. Voyage employs 11 members of staff. Of these, 10 hold appropriate early years qualifications at level 3. The provision provides funded early education for two- and three-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

