

Farlea Childcare (Bridgtown)

Bridgtown Primary School, North Street, Cannock WS11 0AZ



Inspection date	5 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- The management team is dedicated and enthusiastic with a clear vision for its provision of childcare. The manager is passionate about enhancing practice where necessary and working with staff to promote their strengths and support any areas for development.
- All children, including those who have special educational needs and/or disabilities, make good progress from their starting points. Staff work well with other professionals to share information and meet the individual needs of children.
- Children are happy and confident in this welcoming nursery. Staff work closely with new children to help them settle quickly. Children form close bonds with staff, who are very caring and know the children well.
- Partnership with parents is good. Staff make effective use of the information gathered from their discussions with parents. There are ongoing systems in place to notify parents about their children's achievements and next steps in learning.
- Staff carry out regular checks indoors and outdoors, to ensure the premises are safe and minimise any risks to children promptly.

It is not yet outstanding because:

- Occasionally, staff interrupt children's play and do not give them sufficient time and freedom to become deeply involved in activities.
- At times, staff do not make the best use of opportunities to promote children's mathematical skills further.

What the setting needs to do to improve further

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

- consider the organisation of activities to provide uninterrupted time for children to play and explore
- extend children's mathematical skills during everyday routines and activities.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning indoors and outside. The inspector jointly evaluated the quality of teaching with the manager.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector held several discussions with the manager, including discussing the self-evaluation processes. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to parents and took account of their written comments.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff demonstrate confidence in identifying and reporting any concerns they have about children's welfare. The safeguarding policy is robust and covers all aspects to ensure staff know how to keep children safe from harm or abuse. The recruitment procedure is robust. The manager provides induction for new staff, followed by regular supervisions, appraisals and targeted training to support their professional development. The manager and staff monitor children's progress effectively to ensure that any gaps in learning are swiftly identified and addressed. Parents provide positive feedback about the quality of the childcare provision. There is good partnership working with staff at the school, who share their expertise. All staff work together to ensure movements to and from school are seamless and information about individual children is shared.

Quality of teaching, learning and assessment is good

Staff observe children regularly to find out what they know and can do. They use this information to support children to extend their learning during play. Staff follow children's interests. For example, older children show an interest in space. Staff provide additional resources to enable them to make their own space rocket from large cardboard. Children share their ideas about how to fix the cardboard together and solve problems they encounter. They independently access resources, such as sticky tape and scissors, which they use to join the sides and make a door. Staff ask questions to extend their play. Children using play dough talk with staff about aliens and search for objects to make alien footprints 'on the moon' and develop their imaginations. Younger children enjoy playing with real food in the role-play area. For example, they open up tea bags to find out what is inside and explore what happens when they add tea leaves to water. Children fill and empty containers, supporting their physical development and mathematical understanding of capacity and measures.

Personal development, behaviour and welfare are good

Staff interact well with children and are good role models. There are systems in place to reward good behaviour. Staff gently remind children to take turns and share. They demonstrate good behaviour management techniques. As a result, children's behaviour is good. Children are taught about good hygiene routines, such as washing their hands before their snack. Staff provide fresh, healthy snacks for children and encourage them to independently help themselves to drinks and choose their snack. Children have regular opportunities to develop their physical skills in the stimulating outdoor area. They learn about the wider world during trips into the local area and learning about other cultures and festivals through activities.

Outcomes for children are good

Children are inquisitive learners and have a positive attitude to developing their knowledge and skills. Younger children learn to take turns and share. They listen carefully to instructions and stories. Older children play cooperatively. They share their ideas and work together to solve problems. All children make good progress from their starting points. They are developing the skills they need in readiness for school.

Setting details

Unique reference number	EY538330
Local authority	Staffordshire
Inspection number	10059756
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 10
Total number of places	16
Number of children on roll	33
Name of registered person	Farlea Childcare Ltd
Registered person unique reference number	RP908370
Date of previous inspection	Not applicable
Telephone number	07912 255331

Farlea Childcare (Bridgtown) registered in 2016. The provision employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 3, two hold a qualification at level 4 and one holds a qualification at level 6. The nursery provision operates from 7.30am to 6pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children. The before- and after-school provision operates between 7.30am and 6pm, all year round.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

