

# Farlea Childcare (St. Marys)

St. Marys RC Primary School, Hunter Road, CANNOCK, Staffordshire  
WS11 0AE



<b>Inspection date</b>	2 May 2019
Previous inspection date	27 May 2016

<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 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 monitors the quality of teaching regularly. She helps staff to reflect on their professional skills and improve their practice further. She also provides staff with effective training opportunities to help them upskill. Recent training helped staff to identify new strategies to support children who have speech and language delay.
- Staff provide children with a stimulating learning environment that reflects the different areas of learning successfully. This helps to motivate children to play, explore and to make new discoveries.
- Staff challenge children's thinking successfully. Children offer thoughtful suggestions to help solve problems and develop their reasoning skills. They give detailed explanations to demonstrate cause and effect, such as how tyres create a 'screech' on tarmac.
- Children make good progress and gain a secure foundation for their future learning and school.
- Staff provide children with a good range of opportunities to develop their physical skills. Children carefully travel across balancing equipment and concentrate as they try to catch plastics frogs with fishing nets.
- Staff have high expectations of children and help them to gain a secure understanding of boundaries and the reasons for rules. For example, children learn that some rules are in place to help to keep them safe.
- At times, staff do not make the best use of some daily routines to maximise the potential for children's learning.
- During some large-group times, staff do not adapt activities fully in order to enhance the learning for the youngest children and captivate their interest even further.

## What the setting needs to do to improve further

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

- review and enhance some routines to maximise opportunities for children to learn and further extend their already good skills
- extend planning to identify how to adapt activities to further captivate the interests of the youngest children during large-group activities, to help them to make the best possible progress.

### Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

#### Inspector

Anne Clift

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of how to protect children and understand the procedures to follow if they have concerns about any child's welfare. The manager reviews the quality of the provision accurately and identifies areas for further development. She is currently working with staff to explore different ways to support children's spontaneous play ideas, to further promote the already good outcomes for children. Partnerships with parents are strong. Staff keep parents well informed of children's progress and encourage two-way communication about the well-being and development of children at home. They work effectively with other settings that children also attend, including the on-site school nursery. This helps to provide continuity in children's care and learning.

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

Staff have a good understanding of how young children learn and they skilfully help children to achieve success in their learning. They monitor children's progress carefully and identify how to help them to achieve the next steps in their development. Staff support children's communication and language development well. They successfully help children who speak English as an additional language to communicate confidently. Children engage in lively discussions about their home lives, such as recent parties they have attended. They develop interesting story lines in their play. Staff help children to progress well with their mathematical understanding. They learn to count, recognise numbers and use measuring tapes to find the length of objects.

### Personal development, behaviour and welfare are good

Staff are friendly and children form close bonds with them. Children gain good social skills. They play together harmoniously and form close friendships. Staff help children to explore their differences and gain respect for others, such as when they have different views. Children gain an awareness of communities beyond their immediate experience. Staff help children to learn about making healthy food and drink choices. Children enjoy nutritious food and drink. Children learn about good hygiene routines and develop good levels of independence. They manage their personal care routines well and help to prepare snacks.

### Outcomes for children are good

Children develop good literacy skills. They recognise their names and learn about letters and their sounds. They understand that print conveys meaning and search for recipes in a book to help them to make their 'fairy cup cakes' using dough. Children display a natural curiosity. They make links with their previous experiences and ask questions, such as whether there will be a rainbow during a rain shower. This sparks interesting discussions about the weather and children decide to sing songs about this. They learn about the life cycle of plants and frogs and how these change over time.

## Setting details

<b>Unique reference number</b>	EY386044
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10074192
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Farlea Childcare Ltd
<b>Registered person unique reference number</b>	RP908370
<b>Date of previous inspection</b>	27 May 2016
<b>Telephone number</b>	07940 342732

Farlea Childcare (St. Marys) registered in 2008. The nursery opens Monday to Friday during school term time and includes before-and-after school care. Sessions are from 7.30am to 9am and from 11.45am to 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children. There are three staff employed. Of these, two hold qualifications at level 3 and one at level 2.

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