

# Inspection of Filey Childcare

Filey Children's Centre, Padbury Avenue, Filey, North Yorkshire YO14 0BA

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Inspection date: 6 November 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff provide children with a wealth of activities and resources from which they are able to make independent choices. Children arrive at the nursery confident, happy and keen to play. They greet staff with cuddles and smiles. Staff take the time to welcome children and their parents. They talk to them about any events from home and this ensures that parents feel part of nursery life. Throughout the nursery behaviour is good. Children know and understand what is expected of them and respond to the staff, who are positive role models. They learn how to manage their emotions and develop skills in sharing and taking turns with their peers. They are starting to form friendships.

Staff understand the individual needs of the children in their care and strive to ensure that all children reach their full potential. Children develop good communication and language skills. From the earliest age babies are encouraged to explore with their voices and make sounds. Older children are supported to develop their language skills. Staff are highly skilled at asking open-ended questions and provide children with time to think and reason.

## **What does the early years setting do well and what does it need to do better?**

- The management team has worked diligently with the local authority to address the actions and recommendations raised at the last inspection. Managers have implemented detailed reviews and evaluations to ensure the nursery continues to move forward. They work closely with local schools and other professionals to ensure continuity for children and their families.
- The management team regularly reviews the quality of the provision and the progress children make. Any gaps in children's learning and development are quickly identified and swift action is taken so that children receive the support they need.
- The nursery has developed very good relationships with parents and staff ensure that parents feel involved in their child's care and education. Staff share records of children's progress with them on a regular basis. They support them to extend learning at home. For example, parents are able to access books to take home to read to their children.
- Behaviour within the nursery is good. Staff have high expectations of children's behaviour and support children to understand the impact of their actions on others. Children have formed very secure relationships with staff and seek their support and involvement in their play. For example, children are keen for staff to become firefighters alongside them, as they build a fire engine and 'put out the fire'.
- Staff develop children's love for and interest in literacy and books. Children enjoy time sitting relaxing with staff as they are involved in and retell the story. They

use positional language as they talk enthusiastically about going under and over during the story of the bear hunt. However, occasionally, staff do not use everyday activities to extend older children's understanding of space, shape and measure.

- Children develop very good communication skills. Even very young children in the baby room have meaningful conversations with staff. They sometimes reply through gestures and actions and enthusiastically explore with sensory resources. Routine activities such as mealtimes are turned into social occasions where discussions can take place and understanding is developed.
- The management team places great value on supporting and valuing the staff team. Managers carry out staff supervision sessions and provide new staff with regular coaching to improve their personal practice. However, the programme for the professional development of all staff is not robust, and does not focus on raising the quality of teaching to an even higher level.
- Children benefit from accessing local community resources. They are involved in the 'Keep Filey Tidy' campaign, in which children develop their understanding of litter in the community. Staff extend learning experiences as they teach children about cultural festivals and family lifestyles. This supports children to learn about similarities and differences and what makes them unique.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a very good knowledge and understanding of safeguarding and the procedures to follow. They understand their roles and responsibilities to ensure that children are protected and kept safe. Staff access regular training to ensure they are up to date with current legislation. Rigorous and robust recruitment procedures are in place to ensure that all staff are suitable to work with children. Staff are vigilant to ensure that play areas are safe for children to play and explore through regular checks. Staff enhance children's understanding of safety. For example, they discuss fire safety linked to bonfire night.

## What does the setting need to do to improve?

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

- develop further opportunities for children to understand space, shape and measure in everyday activities to enhance their understanding of mathematical concepts
- build on the programme of continuous professional development, so that the quality of teaching is constantly improving.

## Setting details

<b>Unique reference number</b>	EY336004
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10104187
<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>	0 to 14
<b>Total number of places</b>	57
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Filey Childcare Ltd
<b>Registered person unique reference number</b>	RP525863
<b>Telephone number</b>	01723 516111
<b>Date of previous inspection</b>	16 April 2019

## Information about this early years setting

Filey Childcare registered in 2006. The nursery employs 28 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above, including two with qualified teacher status. The nursery opens from Monday to Friday, all year round, from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Eileen Grimes

## Inspection activities

- The inspector carried out a learning walk with the manager. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the nursery manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views through written feedback.

We carried out this inspection 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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