

Inspection of Farlea Childcare (St. Annes)

Church Hall, Lynton Avenue, STAFFORD ST17 0EA

Inspection date: 16 June 2023

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and thoroughly enjoy their time at this friendly and welcoming out-of-school club. Managers and staff go above and beyond to ensure that children's individual needs are met. They get to know children and their families very well from the start. Children have close attachments with staff, who show an interest in their school day and home lives. Staff are good role models. They are attentive to children's individual needs and support their play.

Managers have a clear vision for the out-of-school club, with children being central to their ethos. Children are empowered to make their own choices. For example, a children's council enables children to select upcoming activities and events. As a result, children demonstrate a sense of belonging and talk with enthusiasm about the club.

Staff value children's views, ideas and opinions. They use these to plan a varied selection of activities, which children engage with for long periods. Children have daily opportunities to move freely between the indoor and outdoor area. All children have the opportunity to develop their physical skills. For example, children access tumble mats and practise their gymnastics moves.

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

- Children benefit from many opportunities to develop their independence, and show a positive can-do attitude. For example, children independently select activities from a cupboard of additional resources. The spacious environment provides opportunities for children of all ages to explore independently or socially with their friends. For example, a quiet area with soft furnishings and books allows children to relax after their day at school. Additionally, children have access to a 'reflection' area, where staff provide an array of resources to help them to understand their feelings.
- When children first arrive from school, they are provided with a healthy snack of toast and fruit with optional spreads. Snack times are sociable and well supervised. This enables children to make choices and communicate freely with each other and staff. Children carefully use knives to add the spread to their toast. They pour their own drinks and help to clear the table.
- Staff set clear expectations, and children are involved in the creation of the out-of-school club rules. As a result, children behave well and display good manners.
- Nursery and reception children benefit from an allocated key person and an early years lead. The early years lead works in partnership with staff, parents, and children's teachers to provide a continuation of their school learning. For example, children have opportunities to further develop their writing skills.

- Managers and staff have created a space that is specifically for nursery and Reception-aged children. The area is reviewed daily to include activities based on their interests and focus area of learning. For example, children explore how household items, such as a vacuum, work by playing with a toy vacuum, and they explore shapes using stencils.
- Managers implement a regular programme of supervision and meetings with the staff team, including peer-on-peer observations. Staff say that they feel extremely well supported in their professional development and well-being. Managers identify and provide staff with training to extend their knowledge and understanding. For example, recently, all staff completed training relating to supporting children's ongoing development.
- Managers work closely with staff to review and evaluate the provision. They identify areas for development during team meetings. Written policies and procedures are in place and include the contact details of relevant local agencies available for use if needed. Policies are regularly reviewed and shared with parents. For example, managers share a policy of the month with parents and encourage feedback.
- Partnerships with parents are good. Parents are very positive about the care and opportunities that their children receive. They express how happy their children are in the out-of-school club. Staff ensure that they share key messages between parents and school so that parents remain continually up to date about their children's ongoing care and learning. Parents share their appreciation for how staff aid this communication.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff fully understand their role and responsibility to keep children safe. Staff have a good understanding of procedures to follow if they are concerned about a child's welfare. The manager ensures that all staff complete regular safeguarding training to keep their knowledge up to date. Children are well supervised in the indoor and outdoor environments to ensure that they remain safe. The premises are safe and secure. Safer recruitment checks are carried out to confirm the suitability of staff working with children.

Setting details

Unique reference number	EY397084
Local authority	Staffordshire
Inspection number	10285578
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 10
Total number of places	56
Number of children on roll	54
Name of registered person	Farlea Childcare Ltd
Registered person unique reference number	RP908370
Telephone number	07757 107319
Date of previous inspection	11 October 2017

Information about this early years setting

Farlea Childcare (St. Annes) registered in 2009. It is privately owned and is part of a chain of settings owned by Farlea Childcare. The club is open from Monday to Friday, 7.30am to 8.45am and 3.15pm to 6pm, during school term time. There are five members of staff who work directly with the children. Of these, one holds an early years qualification at level 5 and two hold a relevant qualification at level 3.

Information about this inspection

Inspector

Katy Humpage

Inspection activities

- The inspector completed a learning walk of the areas used by the setting to find out how they are organised, and to assess the range of activities provided indoors and outdoors.
- The inspector conducted professional discussions with the management team.
- The inspector spoke to parents, children and staff during the inspection and took account of their views.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working with children and paediatric first-aid qualifications.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.

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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