

# Farlea Kids Club (St. Lukes)

Inspection report for early years provision

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**Unique reference number** 218324  
**Inspection date** 06/07/2009  
**Inspector** Sue Boyle

**Setting address** St. Lukes C of E Primary School, New Penkridge Road,  
Cannock, Staffordshire, WS11 1HN  
**Telephone number** 01543 459680 and 07968940280  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Farlea Childcare (St. Lukes) opened in 1998. It operates from a self-contained mobile room within St. Lukes School, Cannock. A maximum of 32 children may attend the club at any one time. The club is open each weekday for 51 weeks of the year. During school terms the sessions are from 07.30 to 08.50 and from 15.10 to 18.00. During school holidays the sessions are from 07.45 to 18.00. All children share access to a large enclosed outdoor play area. There are currently 46 children from four to under 12 years on roll. Of whom nine are in the Early Years Foundation Stage. Children come from the local community. The club currently supports a number of children with disabilities, and has access for people with disabilities.

The club employs five members of staff. Of these four hold appropriate early years qualifications and one is working towards Level 3 qualifications. The club receives support from the local authority early years department. It works closely with other settings owned by the provider and with St Lukes School. It is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Registers.

## Overall effectiveness of the early years provision

Children like coming to Farlea Kid's Club where staff are very welcoming and enthusiastic. Provision is satisfactory because children's welfare, and learning and development needs are met appropriately. In this inclusive setting, everyone is treated equally and with respect, and the approach is inclusive. The setting has a satisfactory capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- establish assessments procedures to enable them to be used effectively to plan the next steps in children's learning
- ensure that snacks and drinks are always healthy, and monitor provision to ensure that all children partake of them
- work more closely with all the other settings that children attend.

## The leadership and management of the early years provision

The leadership and management have embraced the new requirements of the Early Years Foundation Stage and improvements since the last inspection are consequently in line with these. The manager is relatively new to the post and many of the developments are still at a fairly early stage of implementation. For example, self-evaluation has only just begun and is largely undertaken by senior managers and does not involve other staff. However, it is firmly rooted in

children's needs and provides an accurate picture of what the setting does well and what improvements are needed. Staff work well together and have created a supportive and harmonious environment in which children feel secure.

Parents are positive about the provision and feel that their children are happy and well cared for, to the extent that they sometimes do not want to go home. The setting is increasingly working more closely with parents to better meet children's needs. Staff work closely with the school and communication between the two settings is good. This works well to the extent that if the school identifies that a child is having a problem with an aspect of learning, this is shared with the club, who then provide generally appropriate support. However, liaison with the very few other settings that some of the children attend is still at a very early stage of development.

Children's safety is a high priority, and there is a good focus on this. Children are taught well about keeping safe and policies and procedures are robust. Risk assessments are up-to-date and toys and equipment are in good order. Staff have had recent training in child protection and first aid, and are well-equipped to deal with any issues that might arise. The setting complies with the requirements of the Childcare Registers.

## **The quality and standards of the early years provision**

Adults are friendly, activities are well suited to the type of setting, and increasingly based on children's interests. Children have good access to the outdoors and they are consulted regularly about what they would like to do. Observation and assessment of what children can do is at an early stage and are not sufficiently well developed to enable it to be always used to provide activities that are well matched to the full range of children's learning needs. At times, adults tend to supervise rather than join in, and they do not always steer children towards activities or resources that are best suited to their age range. However, children enjoy the club, are enthusiastic about what they do, and their learning and development needs are met satisfactorily. They are particularly proud when they master new skills. Adults too share in their pleasure. For example, one child who at last had managed successfully to use a hoola hoop explained, 'I've been practising and practising and now I can do it!' An adult standing nearby added, 'And you have only been doing it for a week!'.

Children's welfare is a high priority. Relationships are a strength and children enjoy the friendship of other children. A key worker system has been put in place and is developing appropriately. This helps children to feel safe and well-supported. Adults work hard to provide children with interesting things to do and this helps children to enjoy what they do and to achieve appropriately. Routines effectively encourage children's independence, for example, at snack time children are encouraged to help themselves to a drink and something to eat. This supports their physical development well, as they use a knife carefully and with control, to put spread on a cracker. Water is freely available but, there is not a secure system of recording which children have had a snack, and sometimes the snacks are not as healthy as they might be. Children behave very well and use the setting in ways

that are safe for everyone and as a result the setting is very harmonious. Staff teach children about the various dangers that they might incur in their lives and, as a consequence, children have a good sense of what they need to do to stay safe. Good use is made of the large outdoor area for physical activity and children enjoy playing outside. They have a good understanding for their age of the importance of being healthy and the factors that contribute to this. They contribute well to the setting by throwing themselves enthusiastically into activities, trying hard even when they find something difficult, and by making good friends with each other. Children are generally encouraged appropriately to develop the skills that they will need for their future education, with personal skills which are particularly strong.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met