

# Farlea Childcare (St. Josephs)

Inspection report for early years provision

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**Unique reference number** EY397067  
**Inspection date** 15/01/2010  
**Inspector** Linda Tomkins

**Setting address** St. Josephs RC Primary School, Hill Top, Hednesford,  
CANNOCK, Staffordshire, WS12 1DE  
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**Type of setting** Childcare on non-domestic premises

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## 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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Farlea Childcare (St Joseph's) was registered in 2009. The group is privately owned and managed and is part of a chain of settings run by Farlea Childcare Ltd. It operates from the nursery unit within St Joseph's Catholic Primary School in Hednesford, Staffordshire. The group serves the local area and has strong links with the school. All children share access to a secure enclosed outdoor play area. The setting is open each weekday from 11.30am to 3.15pm during school term-time.

The group is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children under eight years may attend the setting at any one time. There are currently 20 children aged from three to four years on roll, some on part-time places. The group is in receipt of funding for nursery education. The group supports children with special educational needs and/or disabilities and currently supports children who speak English as an additional language. The group offers integrated care in conjunction with the local authority nursery school.

There are two members of staff. The manager holds an appropriate early years qualification and is working towards a Foundation degree. The other member of staff is working towards and a Level 3 early years qualification. The setting receives support and advice from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment where they are able to make good progress towards the early learning goals through a varied range of activities that challenge and hold their interest. This is an inclusive group, where each child is recognised as unique and staff ensure that their individual needs are met. There is a strong working partnership with parents, other professionals and settings that deliver the Early Years Foundation Stage. Most of the effective procedures are well-planned and implemented to ensure the group reflects on their practice to monitor the care and education of children. Staff are committed to improving their skills by regularly attending training.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that there is appropriate fire detection equipment so that the safety of children is promoted (Suitable premises, environment and equipment)

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

- review and extend daily routines to provide opportunities for children to develop their personal independence by encouraging children to help to lay tables, give out cups and plates and pour their own drinks at snack-time
- encourage children to say some number names in familiar contexts and count everyday objects.

## **The effectiveness of leadership and management of the early years provision**

The group has detailed procedures to ensure children are safe and their welfare is promoted, for example, effective recruitment and vetting procedures are in place. The management have details and records on the vetting procedures on staff available for inspection. Staff have a good understanding of safeguarding children and of their role and responsibilities in reporting concerns. The group has systems to ensure that the majority of staff are qualified and suitable to work with the children and that their continued suitability is very well monitored. All new staff undertake an induction programme which includes examination of the policies and procedures. Staff regularly attend training to increase their knowledge and skills and attain higher qualifications.

Risk assessments of the premises are completed and are in regular use and review. Daily checks are undertaken on all parts of the premises that the children come into contact with and all areas are monitored by staff. However, the part of the premises used by the group does not have appropriate fire detection equipment. All of the required policies, procedures and documentation are stored on the premises, together with details of the regulatory information regarding children's individual needs. The group implements their policies and procedures to ensure all aspects of children's welfare are protected.

Partnership with parents is strong and well developed. They value the group and the care that their children receive. They are aware of the activities their children are provided with and receive verbal reports on a regular basis. Parents attend open days and talk to their children's key worker to discuss progress and examine their observation sheets. Daily verbal communication between staff and parents helps to keep parents informed of their children's care and well-being.

The group has procedures for identifying any additional help required for the children and is aware of how to seek appropriate support from other agencies to ensure that each child benefits from a positive experience. A settling in and admissions procedure means that children feel reassured by the staff, who create an environment which is warm and accepting of everyone. The group has developed methods to extend information shared with other settings that some of the children attend to avoid duplicating activities. In addition, staff ensure a smooth transition to school. They are in close contact with school teaching staff, the children are taken into the school each day to use the hall to eat their mid-day meal and have contact with their older siblings.

The management has a strong attitude to the further development of the group. Through their process of self-evaluation the staff identify their key areas for further improvement, for example, to use the electronic self-evaluation form as a working document for improvement and make improvements to the outdoor areas.

## **The quality and standards of the early years provision and outcomes for children**

All children are fully included within the group because staff ensure children are able to access an exciting range of activities and equipment. Children cooperate with each other, sharing resources as they play together in the role-play area and at the construction table. Children choose a variety of writing materials and creative resources to make models, collages and displays. A current favourite creative activity is using glue, paint and card to make a caterpillar birthday display.

Children can access the resources as they are stored at low-level and clearly labelled. Their technology skills are developed, as they use the computer and they are competent when operating battery powered toys and playing shape sorting games and jig-saws. The group celebrates various festivals, looks at other cultures and provides children with opportunities to taste different foods from around the world. The group has a wide range of equipment which reflects the diversity of society and children are encouraged to make choices and decisions. Staff skilfully engage with the children by talking to them and encouraging independence. For example, children access the toilet, manage their clothing and wash and dry their hands. But, further opportunities to allow children to help themselves to drinks, prepare snack food and lay tables are not yet developed.

Staff have detailed records on each child's progress and preferred methods of learning and activity. They work closely with the parents and ensure they have access to their children's observation sheets. There is a formal method of monitoring and evaluating the effectiveness of the activities provided for children to accurately measure children's progress in the Early Years Foundation Stage and inform the 'next step' individual plans for children.

Children are learning about the wider world as they use and have access to natural materials in the outdoor area. They enjoy finding out about their community with visits from a fire engine and Fire-fighters. However, the children do not always have regular opportunities to count and reason during daily routines such as working out how many children are in the line to go outside and holding up their fingers to count. Children use paint brushes, spatulas and scissors with increasing control and enjoy their sensory play with paint, dough and sand.

Space within the group is well-utilised so that children can choose their own activity such as, building large constructions from wooden construction rods and cubes and connecting the large road track. They listen avidly to stories, such as 'Kitten cat's first snow' the children freely interact and recall the story. The development of children's literacy and communication skills is particularly good as children and staff use alliteration and phonically sound out the letters on the children's name cards. Voices are raised and dropped to a whisper to introduce

pitch and expression.

Children are able to move freely between activities and generally play companionably side by side. They are taught to adopt a good standard of hygiene as they are helped to understand how and why they wash their hands before food. Children are provided with healthy snack-food and freshly cooked meals during the day. Some parents prefer to provide their children with packed lunches. Children enjoy being taken to the school hall to eat their lunch. Food times are very sociable occasions with staff sitting with the children and chatting to them. The group makes effective use of the outdoor area and children have regular opportunities for physical activities such as singing and dancing to activity music.

Behaviour within the nursery is very good, children understand levels of acceptable behaviour and are learning to share and take turns. They work hard as they react to the 'Mickey mouse' music to tidy the toys away. Staff manage behaviour in a calm, consistent manner and use innovative methods to gain attention such as quietly saying 'fingers on lips'. Children treat one another and staff with affection and respect. The confidence they develop during their time in the group ensures they are active learners and prepared for the future.

## 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*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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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