

Farlea Childcare (St. Josephs)



St. Josephs RC Primary School, Hill Top, Hednesford, Cannock, Staffordshire, WS12 1DE

Inspection date 21 June 2018
Previous inspection date 8 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 management team ensure that staff, parents and children are fully included in the evaluation processes of the provision. This, and the monitoring of staff practice, helps to identify a clear focus for improvement. Outcomes for children are good.
- Staff meet regularly as a team. They have regular confidential supervision meetings with the manager. Staff are able to discuss their key children, their training needs and any concerns they may have.
- Staff demonstrate high levels of warmth towards the children in their care. They use praise effectively and are strong role models. This helps to promote children's behaviour well and to foster their emotional attachments.
- Staff's relationships with the local schools are very effective. This fosters consistency and continuity for children's care, learning and development.

It is not yet outstanding because:

- Opportunities to increase the information provided to parents to help them to better support their child's learning at home are not yet fully maximised.
- Staff are, at times, inconsistent in using a range of strategies to challenge children to think through problems and find answers for themselves.

What the setting needs to do to improve further

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

- provide more information for parents to help them support their child's ongoing learning at home, so that children can make rapid progress
- enhance the strategies already in place to further challenge children to think, solve simple problems and find answers for themselves.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the setting manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector conducted a joint observation with the setting manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff keep their child protection knowledge updated through training and discussions with one another at team meetings. They know what to do and who to contact, should they have a concern about a child in their care. Staff conduct robust checks in all indoor and outdoor areas before children arrive. This helps to make sure that all children are kept safe. The manager monitors the educational programme well. Staff make sure that parents receive daily feedback about their child's time at the provision.

Quality of teaching, learning and assessment is good

Staff provide children with the important resource of time. During circle time, children are supported to recognise and talk about the letters in their own name. Staff make effective use of circle time activities to extend children's understanding about today's date, the day of the week, the month and the weather. Children are excited and keen as they put up their hand to show staff that they know the answer. Staff provide resources to promote children's investigations. For example, children thoroughly enjoy mixing flour, salt and water in a bowl until the consistency is just right for play dough. Staff use voice intonation and demonstrate their own excitement as they read stories with the children. This helps to engage children and to promote their interest in books. Staff provide exciting activities that help children to develop their empathy for living things. For example, children observe chrysalis over time until they change into butterflies. They look on in awe as they release them in the garden and watch them fly away into the sky. Children talk with one another about where the butterflies may go to as they wave them goodbye.

Personal development, behaviour and welfare are good

Staff provide fresh wraps, vegetables and fruits for children to choose from and encourage them to make their own snacks. They are well deployed and supervise children closely as they take manageable risks in their play. Children increasingly develop their physical skills as they run, climb, balance and clamber over obstacles. This helps them to increase their understanding about the importance of a healthy lifestyle.

Outcomes for children are good

All children progress well and develop the skills they need for their move on to school. They grow in confidence as they talk about shapes, colours and numbers. Children become excited as they add fruit teabags to the water in their teapots. They talk about the different colours they see and they use their senses to identify the different scents. Children explore similarities between themselves and others in the local and wider community.

Setting details

Unique reference number	EY397067
Local authority	Staffordshire
Inspection number	1105007
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	32
Number of children on roll	49
Name of registered person	Farlea Childcare Ltd
Registered person unique reference number	RP908370
Date of previous inspection	8 July 2014
Telephone number	07790 080446

Farlea Childcare (St Joseph's) registered in 2009. It is one of several settings operated by Farlea Childcare Ltd. The setting employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and one holds a level 3. The setting opens Monday to Friday, providing before- and after-school sessions from 7.30am until 9am and 3.10pm until 6pm. It provides wraparound care for younger children from 11.45am until 6pm. The setting operates term time only. The setting provides funded early education for two-, three- and four-year-old children.

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