

# Pre-School Learning Alliance Childcare Bailey Brook Children's Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY337018
<b>Inspection date</b>	24 April 2007
<b>Inspector</b>	Diana Pidgeon
<b>Setting Address</b>	Bailey Brook Drive, Langley Mill, Derbyshire, NG16 4FS
<b>Telephone number</b>	07944 429424
<b>E-mail</b>	
<b>Registered person</b>	Preschool Learning Alliance
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Pre-School Learning Alliance Childcare Bailey Brook Children's Centre was registered in 2006. It operates from the Sure Start Bailey Brook Children's Centre and welcomes children and families from the local community and surrounding area. The opening hours are from 08:00 to 18:00 Monday to Friday throughout the year, with the exception of Bank Holidays. Children use two rooms within the purpose built unit. There is a main playroom with bathroom facilities and a separate baby room with sleep area, kitchenette and nappy change room. There is an enclosed outdoor area that includes a garden and playground with safety surface.

The setting is registered to provide daycare for a maximum of 42 children at any one time. There are currently 86 children from 18 weeks to five years on roll. This includes 30 children who are in receipt of funded education. The setting supports 13 children with learning difficulties and/or disabilities and two children for whom English is an additional language. There are 10 childcare staff who work with the children, all of whom hold appropriate early years qualifications. The setting receives support from the Pre-School Learning Alliance and the Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's health is well-supported through the effective implementation of good hygiene practices. For example, all areas of the nursery are very clean and staff minimise any risk of cross-infection by wearing appropriate protective clothing when they change children's nappies. Babies are further protected as all outdoor shoes are removed before entering their play area, meaning the surfaces on which they crawl are kept clean. Children quickly learn to wash their hands after messy play and before eating. Babies begin to do this with help, using a small individual bowl of water. Older children take responsibility for their own personal hygiene needs, such as fetching tissues from the accessible dispensers and wiping their own noses. Secure arrangements are in place to support any children who are sick or injured in the setting because there is always a qualified first aider nearby who can administer appropriate treatment. Accidents are well recorded and shared with parents when they collect the child. This supports the continuity of care. Children do not normally attend when they are ill, although arrangements are in place to administer any agreed necessary medication. Children's health is further supported as staff provide guidance for parents in recognising and dealing with normal childhood health issues.

Children are appropriately nourished and benefit from a variety of meals and snacks. Babies are fed according to their own routines and needs. Young babies receive cuddles as they are fed and older ones begin to enjoy sociable mealtimes supported in low chairs around a small table with their friends. Older children have snacks in the morning and the afternoon. This is a sociable experience and introduces them to a wide range of tastes and textures. Some children bring packed lunches and good arrangements are made to store these in cool conditions. A variety of hot lunches are provided according to the published menu. Children are offered a range of meals such as spaghetti bolognese or chicken stew, with alternatives to meet any specific dietary needs. Children are provided with drinks at snack time and with their meals. However, they do not always have access to drinking water and this may mean there are times when they could be thirsty. Children's awareness of different foods and healthy options is supported through a number of themes within their play. For example, children talk about healthy choices in the 'Bailey Brook Café' and see healthy foods displayed.

Children have good opportunities to be active and to play in the fresh air. The children in the main playroom have continuous access to learning indoors and outdoors, which enables them to move around and work on a large scale. Children use a range of large and small equipment to develop their physical skills, such as climbing, pedalling, throwing and catching. This helps them to gain coordination and control of their bodies as they play. Babies and younger children make good use of the everyday furnishings in their room to promote their mobility. For example, they pull themselves up at the low table and hold on as they coast around it. Babies receive lots of cuddles and individual care to help them to feel secure and settled. They begin to build relationships with the adults who consistently care for them and this effectively promotes their emotional well-being.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, safe and very secure environment. The effective implementation of comprehensive procedures for the arrival and departure of children,

monitoring visitors and daily risk assessments contributes to their safety. Rooms are warm, bright and made welcoming through the displays of children's work and accessibility of activities. The outdoor area is securely enclosed and has a safety surface, which reduces the risk of serious injury when children play actively. Babies are cared for in a small and cosy unit where they feel at home. They sleep in a separate area that is closely monitored to ensure restful sleep and good safety.

All children use a wealth of age appropriate toys and play materials. These are arranged either within easy reach of babies or on units to allow self-selection and encourages children to make independent choices. Both rooms contain good quality furniture that allows children to sit together to play and eat. Staff routinely make checks on the toys to ensure they are clean and safe for children to use. They are vigilant in supervising activities where older children use tools and toys with small parts, so that these do not pose a threat to any younger children in the area.

Children are well protected as the setting pays high regard to safety. All staff are familiar with the relevant policies and procedures and able to put these into practice. Children are always well-supervised and taught how to keep themselves safe through not acting inappropriately. For example, they learn how to handle scissors safely during a creative activity. Registers are marked accurately and collection of children is closely monitored. Children are well-protected in the event of a fire as all staff have a clear understanding of how to leave the building with the children. Regular practices are held and evaluated so that improvements can be made. The managers are vigilant in ensuring any new or relief staff have an immediate induction in the safety procedures. This further promotes children's safety.

Children's welfare is safeguarded as all staff have a good understanding of their responsibilities towards protecting children. They have a thorough knowledge and understanding of the signs of abuse and neglect and are able to put the procedures into practice when necessary to protect children from harm.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in the setting. They are warmly welcomed by staff and this assists them in quickly settling to play. Babies are greeted by a familiar adult who understands their needs and provide lots of physical reassurance as they separate from their parent or main carer. Babies show interest in the bright toys set out within their reach and respond excitedly as their movements cause a reaction, such as a noise being made. Staff support children well and encourage them to explore in the safe environment. For example, they feel a range of interesting household objects from the treasury basket. They engage in practical activities such as painting and playing in sand. Babies' developmental needs are very well met because staff plan activities based around the 'Birth to three matters' framework and differentiate the challenges according to each child's stage of development. In this way children make good progress in all areas of their learning. Young children move through into the main playroom when they are developmentally ready to do so. They have a number of introductory visits, supported by familiar staff, so that the overall transition is smooth. Children in the main playroom enjoy a wealth of play activities and are free to move around and choose what they wish to do. Younger children receive appropriate staff support to enable them to use the equipment and to understand the routines of the day. All children benefit from balance of adult led and free choice activities. They enjoy group times such as singing and story, which are well organised to meet the needs of the children. For example, younger children sing familiar rhymes with great enthusiasm with

all being able to join in repeated phrases. Older children listen attentively to the story 'Commotion in the Ocean' and have opportunities to predict what might happen and to comment about what they see.

## Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals because staff have a secure knowledge of the Foundation Stage and plan interesting activities through which children learn. Children benefit from the staff using a variety of teaching methods and having a balance of adult led and child initiated play. Staff use effective questioning to help children recall what they have done and to help them think of further ideas to extend their play. For example, a child recalls the process of making playdough and accurately describes how all the ingredients were combined. In the role play areas staff become customers in the café and extend learning by asking what is on the menu and encouraging children to take down their order. Planning covers all areas of the curriculum and integrates well with the use of the 'Birth to three matters' framework to provide a smooth transition for children. Staff are confident to adapt planning to follow children's interests and spontaneous events. For example, children fully benefited from a range of unplanned experiences when there was a fall of snow. Focussed activities include clear learning intentions and differentiation. This means all children are appropriately challenged. Records of children's achievements are in place and track their progress through the stepping stones. Staff make regular observations of the children and use these to inform the assessments and plan for their next steps in learning.

Children enter the setting confidently and are eager to get involved in the activities. They maintain interest in their self-chosen tasks and are free to move on when their interest wanes. They begin to develop independence by putting on their own coats before going outdoors or selecting additional resources from low drawers. There are missed opportunities for extending more able children's independence, particularly at snack time. Children build good relationships with adults and other children in the group and begin to develop a sensitivity towards the needs of others. Some children identify a particular friend to play with or sit with at mealtimes.

Children learn to communicate because high regard is given to this aspect of learning. They use both verbal and non verbal ways to express their feelings and represent their ideas. All children use signs to say 'please' and 'thank you' and are encouraged to extend one word answers into short sentences. All children begin to join in songs and repeat familiar phrases. Many children confidently talk in front of a group as they 'show and tell' about the items they have brought from home. Children rapidly begin to recognise their own names and familiar words in the setting. Older children can find their friends names. Children listen well as stories are read and become absorbed as they look at books independently. They begin to recognise the sounds letters make and appreciate rhyming strings in stories. Children enthusiastically make marks at many activities. They write purposefully in the café area, taking down customers orders. Some children attempt to label their own work and begin to clearly form the letters in their name.

Children count up and down as they play and in action rhymes. They begin to recognise numerals around the room. For example, a child says the numbers as he uses the phone in the role play area. Children use mathematical language to describe shape, position and size during their play. At the water activity children compare how full containers are and which holds the most. Children use a wide variety of materials and explore how these change. For example, children make their own playdough before moulding it. They experiment adding water to cornflour and show

curiosity as the texture changes. They learn about changes within the natural world and explain where the tadpoles had hatched from and that they would soon be frogs. Children grow seeds and have opportunities to observe all weathers. Children learn about their own and other cultures through meaningful activities. For example, children learned about China and took their 'own plane' there before celebrating the Chinese New Year through a variety of activities. Through a wealth of activities children increase their understanding of the world around them. Children competently use a laptop within the setting and programmes cater for a wide range of abilities. They use battery operated toys such as an interactive washing machine and take delight in teaching other children how to operate this. They help staff to laminate name plates and understand which parts of the operation are safe for them to do.

Children use the outdoor area throughout the day and much learning is provided in the fresh air. They develop physical skills as they ride wheeled toys, play games such as hopscotch and kick balls. Their coordination and control is supported as they use a wealth of large and small equipment. Children learn to respect personal space as they sit in groups and move between areas in the playroom. They use small tools such as pencils, brushes, cutters and scissors with increasing confidence. Older children begin to handle some tools that require more advanced skills under supervision, but have limited opportunities to handle these freely to consolidate their learning. Children use their imagination as they play in the well equipped role play areas. For example, they make 'bread pie' to serve to the customers and explain it is hot because it has been in the microwave. Children give meaning to their drawings and confidently talk about what they have created, such as a dinosaur with big teeth. They listen to different kinds of music, experiment making sounds with instruments and express their feelings through movement and dance. Children are very confident to explore colour, texture and form and benefit from the freedom to pursue their own ideas and gain from the process rather than working on an end product. This encourages true creativity.

### **Helping children make a positive contribution**

The provision is good.

Children are welcomed into a very inclusive environment where all children and families are equally valued and respected. Great care is taken to get to know children's individual needs and preferences so that they are happy to enter the nursery and quickly develop a sense of belonging. All children have equal access to toys and equipment, some of which reflects diversity. They develop positive attitudes towards others through activities that allow children to learn about different lifestyles, cultures and abilities. Children and families for whom English is an additional language are supported through the use of interpreting services. They are helped to feel welcome as staff use simple greetings and words in their language to help children settle. Children who have learning difficulties and/or disabilities are supported by staff who have attended relevant training. Their individual needs are addressed through having regard for the Code of Practice and working closely with parents and other professionals. This ensures children have full access to the range of opportunities available and that they receive good levels of support to enable them to make progress.

Children's good behaviour is valued and encouraged, according to their stage of development. Staff have clear strategies for dealing with behaviour and are consistent in their approach. Children understand the importance of being kind to one another and begin to take responsibility for their own actions. For example, a child who wants a turn in a car runs inside to fetch an egg timer so that the length of a turn can be easily measured. Through the use of such strategies children understand how to take turns and share at popular activities, such as using the laptop. Children's achievements are always recognised. Children receive meaningful praise when they

try hard and every achievement, however small, is acknowledged. Children are proud when they receive stickers and staff write on these why they have been awarded so that parents are fully aware. This positive approach to managing children's behaviour creates a calm and caring environment. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents and carers are valued as the primary educators of their children. Each family receives a clear induction into the setting and complete relevant forms so that staff are aware of the children's needs. They provide some information that forms the starting point for the assessment records and contributes to what staff need to know about the children's routines and interests. Parents are welcome to stay to settle their children and the setting operates an open door policy that encourages parents' input. Assessment records are shared and notices help to inform parents of what their child is learning and how this can be extended at home. For example, parents help children to find a red object from home to bring into the setting. All parents receive information about their child's day. For example, what activities they have done, what they have eaten and periods of rest. Babies have a written daily diary sheet that provides an accurate record of the day so that relevant information is shared.

### **Organisation**

The organisation is good.

Children benefit from the effective management of the setting and dedication of the staff team. Robust systems ensure suitable staff are employed to work with the children and that they are supported through rigorous induction and monitoring procedures. All staff hold appropriate early years qualifications and continue to increase their knowledge through attending ongoing training. Staffing levels within the setting are high and provide good levels of support for all children. Babies benefit from familiar adults, which helps them to feel secure. Staff work well as a team and are generally well deployed to meet children's needs. Daily routines are organised to allow a balance of free play and adult led activities. Children are grouped so that their developmental needs may be met. However, the organisation of lunchtime is not always successful in creating a social occasion or promoting children's independence.

The leadership and management is good. The manager and staff have a clear vision of what they wish to achieve and how this will happen. For example, they have plans to develop the garden area and provide further opportunities for children to grow plants. They continually evaluate many aspects of their practice, including what children achieve and how well activities have gone. These reflections are used to inform their future practice. The setting welcomes support from many outside agencies and is eager to take on board new ideas. Overall children's needs are met.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure fresh drinking water is available to children at all times
- review the organisation of lunchtime in order to maximise the potential for developing children's independence and social skills.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the learning environment and use of daily routines so that more able children are effectively challenged.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)