

# Pre-School Learning Alliance New Woods Childcare

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY347210
<b>Inspection date</b>	02 July 2008
<b>Inspector</b>	Judith Rayner
<b>Setting Address</b>	New Woods Children's Centre, Barker Avenue, Sutton-in-Ashfield, Nottinghamshire, NG17 3FQ
<b>Telephone number</b>	07908 158800
<b>E-mail</b>	
<b>Registered person</b>	Preschool Learning Alliance
<b>Type of inspection</b>	Childcare
<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

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.

### WHAT SORT OF SETTING IS IT?

Pre-School Learning Alliance New Woods Childcare operates within the building as part of a Children's Centre that opened in 2007. It operates from three rooms in a purpose built building that is attached to a local infant school. It is situated in a residential area of Sutton-in-Ashfield, near Mansfield, north Nottinghamshire. A maximum of 49 children may attend the nursery at any one time. There are 72 children on roll who attend various sessions throughout the week.

The nursery is open each weekday from 07:45 to 18:00 for 51 weeks of the year and closes for one week over the Christmas holiday period. It is closed all Bank holidays. All children have access to securely enclosed outdoor play areas. The setting offers before and after school care from 07:45 to 09:00 and from 15:15 to 18:00. Wrap around care is offered to nursery aged children with times and sessions arranged to meet the individual needs of the child and family. Younger aged children are offered full and part time day care.

There are seven staff members who hold relevant child care qualifications. Three are full time and four are part time attending various hours. The setting receives support from the local Authority. The setting supports children with learning difficulties and disabilities and children and families whose first language is not English. There are close links between the schools and Children's centre.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is promoted well. This is because the staff are good role models and proactively promote children to learn about good personal hygiene practice. For example, children learn to understand the importance of hand washing after they have been to the toilet and before they eat meals. Effective nappy changing procedures adhered to by staff ensure that germs are not spread. For example, staff wear aprons and gloves for each nappy change, wash hands between each change and clean surfaces where children's nappies are changed with an anti-bacterial substance. The immediate medical needs of children are dealt with confidence and urgency. This is because the majority of staff hold current first aid certificates and have undertaken appropriate training to deal with any accidents should they occur. Further written information is used to meet the child's immediate medical needs such as the seeking of emergency medical advice and treatment from parents and carers. A good range of written policies and procedures adhered to by staff ensure that children's health and welfare is met very well.

Children enjoy snack and lunch times. Their dietary needs are adhered to effectively. This is because the staff find out from the onset by talking to the parents and carers about what their child's needs, likes and dislikes are. Children learn the conventions of sitting at the table and engage in conversations with adults and their peers. Children are offered a suitable range of healthy snacks such as banana, apples and peppers. The independence skills of children develop. They recognise when they are thirsty and access their own labelled water bottles throughout the day.

Outdoor play is part of the routine for children. They enjoy time outside running around, riding trikes, kicking balls and playing in the water trough. Older children have good access to a range of natural resources such as milk crates, logs and card board boxes. They have great fun constructing objects and playing imaginatively with their creation such as making them into buses and boats. Children benefit well from the fresh air and exercise.

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

The provision is satisfactory.

The setting offers and promotes a welcoming environment for children and their families. A good range of information, colourful posters, photographs and children's art work are displayed around the setting. Children have good space to move around between rooms and areas encouraging the free-flow of their play. They access a range of suitable toys and equipment which are generally in a good state of repair and enhance their all-round skills. Activities are attractively presented encouraging children's interests and curiosity. The independence skills of children develop well because toys and activities are presented so children are able to access them by themselves. This is because the staff clearly label boxes and low-level storage units with pictures and writing to assist children in making decisions of what they would like to play with.

Children are safe. They are cared for in an environment that is suitable for its purpose and is generally safe. Staff undertake risk assessments every day before the children attend. However, these are not always as thorough and this has the potential for some hazards not to be fully minimised to protect children. Children are effectively supervised. They are supported well

because staff get down at their level and physically and verbally support them through their play. Toys and activities that children play with are suitable for children depending on their differing ages and abilities.

The safeguarding of children is good. This is because staff have a good understanding of their role and responsibility to protecting children. Staff have a good understanding of the signs and symptoms of possible abuse and would not hesitate to undertake a referral should they have any concerns about a child in their care. Regular training ensures that staff are familiar with and follow the local Safeguarding Children Board policies and procedures.

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

The provision is good.

Children are happy and settled. They self-select toys and activities of their choice both inside and outside. The imaginative skills of children is good. They express their ideas when participating in the hairdressing activity, brushing and styling each others hair, preparing their hair with gel and using hairdryers, combs and towels. Children play cooperatively. They enthusiastically build with crates and cardboard boxes to make boats and buses. They are having fun and very engrossed and productive, displaying a hive of industry, stacking, re-arranging and re-organising the crates. Children sit on the top of the construction and in small cardboard boxes moving their arms in rowing movements to row the boat whilst others drive the bus.

Babies have good opportunities to crawl as they explore their surroundings. They investigate suitable toys that make sounds and flash. They show curiosity and interest. Staff further support babies and young children's development. For example, activities are planned to meet the individual needs of each child. Some babies are learning to stand and staff provide appropriate activities to enhance this skill and offer physical and verbal support.

Children who attend the out of school club are settled and happy. They quickly engage in the activities when they arrive from school. They build on the friendships already formed from school. Children enjoy the company of their peers and adults. For example, they happily engage in conversation about their sports day and what phonic sounds they are learning at school. Children self-select a range of suitable toys and play imaginatively and co-operatively together. For example, they enthusiastically join in quiz games and try on glasses when playing in the imaginative corner/opticians.

Good observations and written assessments are undertaken on the children. Staff have good knowledge of child development and effectively plan play and implement the 'Birth to three matters' framework and work alongside the Foundation stage curriculum although they do not receive funding for this. Children are given good opportunities to enhance their all-round development because of the good practice delivered and monitored by staff. Children's self-esteem is good because staff praise and value what children say and do. For example, they get down at the child's level, engage in conversation and listen to what children say.

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

The provision is good.

Children's need are met effectively because the staff have a good understanding of the children in their care. Issues and needs are dealt with sensitivity, care and consideration. Staff proactively work with parents and carers to ensure their children's needs are identified and good systems are in place to meet them. Children learn about others similarities and differences through

accessing a sufficient range of toys and resources. However, these are not always readily available, sufficient in range and children have less opportunities to learn about differing religious and cultural festivals. There are suitable systems in place to meet the needs of children with learning difficulties and/or disabilities. The setting promotes an inclusive environment. For example, boys and girls play with the same toys and resources

Children's behaviour is good. They are familiar with the boundaries and expectations that the setting promotes. This is because the staff are clear in the messages they deliver and are consistent in their practice. Children's self-esteem is good. Staff skilfully manage a range of children's behaviour in a calm manner and praise children on their achievements. They use positive words such as 'well done', 'that's great' whilst smiling and clapping. Children are valued.

Children benefit well from the positive working partnership with parents and carers. Staff are approachable friendly and professional. Information is exchanged in a variety of ways such as having conversations when children are dropped off or collected. Parents and carers have their own notice board with a good range of information displayed about the setting, policy and procedures and general childcare information.

## **Organisation**

The organisation is good.

The good systems in place for the recruitment of staff ensure children are protected. These are robust and thorough ensuring staff appointed are suitable to be in post. Children are not left alone with any one who is not vetted and are closely supervised throughout their time at the setting. Children benefit from staff undertaking training as this enhances their skills in delivering new ideas and practices to raise the service provided for children and their families. Effective systems in place for the monitoring of staff performance ensure that best practice is continuous. Clear routines, time, space and resources encourage children to feel secure, safe and settle quickly. Staff are effectively deployed ensuring children are supported well. For example child:adult ratios are maintained well through the sessions covering staff breaks and absences. Staff work well together promoting a pleasant and calm atmosphere for children to learn and have fun.

The very good range of policies and procedures underpins the effective running of the setting and supports staff in maintaining a good service to children and their families. Records are very well organised and stored systematically making them easily accessible. Staff have a good understanding of the importance of record keeping and effectively maintain them. Records are held securely and confidentially is maintained when exchanging information. Overall, the provision meets the needs of the range of the children for whom it provides.

## **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

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.

### 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):

- continue to improve the range and accessibility of resources and activities to raise children's awareness to others similarities, differences, religious and cultural festivals
- continue to improve the system to undertake risk assessments to minimise risks to children.

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)