

Pre-school Learning Alliance Bestwood Childcare Centre

Inspection report for early years provision

Unique reference number	EY303708
Inspection date	06/02/2009
Inspector	Jennifer Getty
Setting address	The Community Centre, Gainsford Crescent, Nottingham, Nottinghamshire, NG5 5HT
Telephone number	07949 814914
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Pre-school Learning Alliance Bestwood Childcare Centre opened in 2005. It operates from the community centre in Bestwood, Nottingham. The room is on the ground floor and the building is accessible via ramps. There is a secure enclosed outdoor play area. The day nursery serves the local area.

The setting opens five days a week all year except for bank holidays and the week between Christmas and New Year. Sessions are from 08:00 until 18:00 each weekday. The setting is registered to care for 20 children under the age of eight years, all of whom may be in the early years age group. There are currently 17 children on roll aged from two years three months to six years on roll, 20 of whom are in the Early Years Foundation Stage. This includes children who receive funding for nursery education. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs four full-time staff who work with the children. All of the staff have relevant childcare qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children receive high quality care in a bright and welcoming environment. Their individual needs are well-met by committed staff which effectively supports their welfare, learning and development. The setting develops strong links with parents to provide children with continuity of care. Staff are committed, and the effective use of self-assessment ensures that strengths and areas for development are identified and addressed.

What steps need to be taken to improve provision further?

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

- develop further a two-way flow of information with other provisions which children attend to promote continuity of care
- develop planning systems further to more closely incorporate children's next steps in learning.

The leadership and management of the early years provision

The management of the setting is strong and provides a clear focus for the ongoing high quality care for children. Reflective practice is successful in promoting the continuous improvement of the setting and identifying their key strengths. Staff are well-qualified and appraisals provide opportunities for supporting their continual professional development. The highly-developed partnership with parents

is a strong feature of the setting which firmly supports children's welfare and learning. There are many opportunities for them to be involved and the staff work well with parents, in particular, with regard to promoting healthy eating, as they are encouraged to provide healthy lunches and recipes for use at home are available. Information about children's assessment records and daily routine are shared through sheets, discussion and notice boards. There is a wealth of information for parents in the entrance ensuring they are fully informed of all aspects of their child's care. The setting is beginning to develop links with other providers children attend, although, this is not in place for all of them.

Records are well-maintained and stored confidentially. Risk assessments are completed so that hazards throughout the nursery are minimised. The environment is well-organised to meet all children's needs, promoting inclusive practice. There is a wide range of attractively presented resources which are easily accessible for all children. Children with English as an additional language are generally well-supported in their language development and enjoy taking part in all activities.

The quality and standards of the early years provision

Children are learning to keep themselves healthy with the focus currently being on making healthy choices for lunch. They enjoy physical exercise as they sit in cars and run around a large hall. There is an outdoor area in which they can play and develop their skills in all areas of learning. They are learning how to keep themselves safe and understand the consistent boundaries set; for example, they respond quickly to staff's gentle reminders about playing safely near others. Children are well-behaved and show respect for others, sharing their toys and playing happily together. They also develop an awareness of other cultures and people's differences through topics and discussion. They use numbers daily through play, counting bricks and building tall towers. They enjoy scooping snow and making castles, talking about how it feels cold. There are many opportunities for children to develop their writing skills in the mark-making area which is well-equipped with pens, paper, large chalks and writing boards. Children are able to see their names which are displayed nearby and used to mark their pegs, helping them develop a strong sense of belonging.

Planning is effective in recognising children's interests and needs. Staff are aware of children's starting capabilities and the key worker system works well to support individuals. Observations are completed regularly and used to inform assessments of children's progress. Children are making good progress in their learning and development and staff plan for their next steps of learning. However, these are not always sufficiently detailed to ensure all staff are able to plan consistently for them. Staff use effective methods to support children by using open-ended questioning and moving around the activities with them. Children are happy and purposefully involved in activities throughout their time in the setting. They are welcomed into a bright and warm environment which is stimulating and fun.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
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?	2
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?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.