

# Pre-school Learning Alliance Meden Vale Childcare

Inspection report for early years provision

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<b>Unique reference number</b>	EY333939
<b>Inspection date</b>	29/09/2009
<b>Inspector</b>	Chanan Tomlin
<b>Setting address</b>	Meden Vale Children's Centre, Netherfield Infant School, Netherfield Lane, Meden Vale, Mansfield, Nottinghamshire, NG20 9PA
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<b>Email</b>	
<b>Type of setting</b>	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.

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## Description of the setting

Pre-school Learning Alliance Meden Vale Childcare has been registered since 2006 and is directly managed by the Pre-school Learning Alliance. It is registered on the early years, compulsory and voluntary registers. The setting operates from the Meden Vale Children's Centre situated at the infant and junior schools campus in the village of Meden Vale, near Mansfield, North Nottinghamshire. The site, which has disabled access, is spacious and includes an enclosed outdoor area. The setting is registered to care for no more than 41 children under eight years of age at any one time and no more than 12 under-twos at any one time. It currently has 42 children on roll, all of whom are in the Early Years Foundation Stage. It has recently registered to provide extended school services for eight to eleven year olds. There are five members of staff, four of whom hold a Level 3 childcare qualification. The centre operates between the hours of 08:00 to 18:00 for 51 weeks of the year excluding statutory holidays. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall effectiveness of the childcare provision is good. The setting ensures the children's progress across the five Every Child Matters outcomes, and all of the Early Years Foundation Stage requirements are met. The children make consistent progress from entry until they transfer to infants school, and children at all levels and with a range of abilities are catered for effectively. Provision for the children's physical and emotional well-being is good, and systems for assessment and monitoring inform learning and ensure progression. The provision maintains continuous improvement through self-evaluation. Good management, and meaningful collaboration between parents and the partner school provides the children with firm and lasting foundations.

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

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

- strengthen existing self-evaluation by consolidating the SEF
- improve the safety of children when they use the toilet
- plan for teacher-led exercise to build on the good physical development.

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

The leadership and management of the early years provision is good. Senior managers and staff appreciate the importance of self-evaluation and development and are in the process of producing a self-evaluation form (SEF). Staff work closely

with parents to adequately provide for the individual needs of the children. The care manager will shortly receive appropriate special educational needs co-ordinator (SENCO) training in order to ensure that the Special Educational Needs Code of Practice is adhered to rigorously. Although at present, there are no children for whom English is an additional language, the setting has established good links with agencies that provide advice and guidance in these areas. The setting is attached to the Warsop Children's Centre that is an invaluable resource for the staff and parents, and it is visited by the PVI (Private, Voluntary and Independent) teacher regularly.

The setting, which provides 'wrap around' care enjoys close connections with Netherfield Infants and Primary school, and meets with its staff regularly. Children are very well equipped both educationally and socially when they go on to infants school. Staff meet regularly to ensure a high quality of provision for all children and enjoy good working relationships. They act as good role models for the children under their charge and use every available opportunity to provide meaningful learning experiences for the children.

Parents and carers are fully informed of all policies and procedures, and upon entry, staff begin to inculcate solid relationships with them. Parents complete details on their child's 'All About Me' file and this forms the basis for their individual programme. Once a child attends, parents are kept informed through informal discussions and the setting's notice board. Policies for safeguarding children are in place and are fully implemented.

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

The quality and standards of the early years provision is good. Policies regarding the welfare of children are robust and effective. Staff ensure that pupils are safe and well-cared for throughout the day and in every situation. Children's behaviour is good. They are well mannered and inquisitive. An example of the respect that they display to each other is that one child stopped their riding toy in front of their friend's and said "excuse me". There is a calm, happy atmosphere in the setting that is conducive to learning. For example, children learn about the usefulness of seemingly waste material as they enjoy constructive play with large cardboard boxes. They are also learning to form letters and wrote the letter 's' in a corn starch mixture.

All five Every Child Matters outcomes form a regular part of assessment and recording and these outcomes are prominent on wall displays throughout the setting. Children have plenty of opportunities to play outside and the setting is exploring ways of providing them with directed exercise. All staff have the appropriate training and qualifications and staffing arrangements meet the needs of the children. Outdoor and indoor spaces, furniture, equipment and toys are of a good quality and their uses are maximised to promote an effective, pleasant environment. Toilets are suitable for the ages of the children. However, it is

difficult to open the cubicles from outside in case of an emergency. Planning is informed by the learning and progress that each child makes and that takes place at the setting. As a result, children's individual needs are met whilst maintaining a cohesive learning atmosphere that challenges the children at all levels. The setting maintains all of the records, policies and procedures required for the safe and efficient management of the site, resulting in a solid and robust provision of the children's needs.

## 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	3
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

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### 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