

Pre-School Learning Alliance

Inspection report for early years provision

Unique reference number EY406829
Inspection date 16/09/2010
Inspector Alison Putnar

Setting address Hollyhill Primary School, School Road, Selston,
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Type of setting 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 Selston Childcare registered in 2010. It operates from designated rooms within the school site of Hollyhill Primary School, Selston, Nottinghamshire. Access to the premises is via a gentle slope. Children have access to an enclosed outdoor play area.

Selston Childcare is open from 7.30am to 6.00pm, Monday to Friday throughout the year closing for all public Bank holidays and for two weeks during the Christmas holiday period. Childcare is provided for children aged two to five years. Additional breakfast club, lunch club, after school and holiday care is available for all children aged two to 11 years. The provision is registered to accommodate 26 children under the age of eight at any one time. There are currently 43 children on roll of these 28 are in the early years age range. The provision supports children who speak English as an additional language and those with special educational needs and/or disabilities. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are generally three staff working with the children, all hold relevant childcare qualifications to Level 3. The setting receives support through the Pre-School Learning Alliance and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff organise routines and plan and provide a wide range of play experiences that support children's learning and development overall. As a result all children make good progress in their learning and development. Effective systems are being established for working in partnership with parents and relevant professionals to provide an inclusive service that meets individual needs. Children's welfare and safety is protected through secure practices, with clear written policies and procedures to guide staff. Systems are in place to encourage reflective practice, highlighting strengths in the provision and areas for development to benefit the children. Thus showing a positive commitment to continually improving the setting.

What steps need to be taken to improve provision further?

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

- develop further staff's skills of assessing children's progress and using the information to identify next steps for children so they make further progress towards the early learning goals
- develop wider use of the outdoor area to increase learning opportunities for children and develop children's confidence in making choices from the range of available resources
- extend opportunities for parents to be involved in deciding next steps for children to work towards promoting greater continuity in children's learning

experiences.

The effectiveness of leadership and management of the early years provision

Clear policies and procedures guide staff in their day-to-day practice. Secure recruitment and vetting procedures ensure staff's ongoing suitability to be working with children. Staff are committed to continuous development as they access a range of courses to develop and enhance their knowledge. Children's safety is a high priority. Staff are knowledgeable of safeguarding procedures in relation to reporting concerns for children's welfare. Children are supervised well to ensure they remain safe. Those at breakfast and lunch club are escorted to school to ensure they arrive safely and are happy during the transition. Risk assessments are completed to further reduce the likelihood of accidents. All permanent staff hold first aid qualifications ensuring they can competently support children in the event of minor accidents.

The setting is well maintained and attractively presented to help children to settle happily. Displays of children's work and accessible resources create a child-friendly environment. A keyworker is allocated to each family to aid communication between parents and enable close bonds to form with children. As a result children new to the group are comforted warmly as their parents leave, helping them to quickly begin to play happily. Staff develop secure knowledge of the children in their group enabling them to plan for future learning. They gather relevant information from parents to enable them to begin to plan for individual needs. Methods of assessing children's progress are improving. Staff are further developing skills of observing children and planning activities to support their next steps in learning. Parents receive a good level of information about the setting and the settling in system is flexible to accommodate individual needs. Staff make themselves available to feedback to parents each day and are in the early stages of developing systems to involve parents in planning for children's future learning.

Children who speak English as an additional language and those at an early stage of speaking are well supported in the setting. Staff liaise with parents and a wealth of relevant professionals to ensure individuals make progress in their language development according to their individual stages of development. Methods including using signs and symbols aid communication and the high numbers of staff ensure that children receive good levels of individual attention according to their needs. Staff are establishing links with professionals in the adjoining nursery and school to help children during the transition as they move on in their education.

Effective leadership methods ensure that ongoing reviews are completed to ensure the setting maintains good standards, meets requirements and makes progress. Senior managers conduct unannounced visits to monitor the provision and compile actions plans to bring about improvements. Staff in the setting have completed an evaluation of the setting to highlight strengths and areas for further development, they now need time to implement their ideas to fully benefit the children. For example staff have begun to make more use of the outdoor play area. They

endeavour to offer this provision throughout the session supporting children's choice and acknowledge that some children learn better outdoors through physical practical activities. The setting seeks and takes on board advice from relevant professionals. A comments box provides parents with opportunities to make suggestions about the service, which demonstrates a commitment to continually improving the setting.

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

Staff observe children during play and use this information to monitor progress and to begin to plan for future learning, this system is less well-established for children new to the group. Most children settle confidently, some younger ones with support from staff. Behaviour is good in the setting as staff are friendly and calm, gently reminding children of expectations. As a result children begin to understand to share and take turns with toys and equipment as appropriate for their age and development. The number of staff available ensures children receive lots of individual attention helping them to feel confident and secure. Many demonstrate they feel safe as they approach staff to join in their play or for comfort and a cuddle. They handle toys appropriately showing an understanding of keeping themselves and their friends safe. Staff gently remind children of safe practices such as to sit at the table when eating food to prevent choking.

Children are able to make choices in play from an interesting range of activities set out by staff. They are at an early stage of developing confidence to make independent choices from the accessible storage units around the room. Staff take account of children's interests and provide activities they know children enjoy, thus engaging their involvement and helping them to be active learners. Children enthusiastically explore the texture of different materials for their autumn collage, creating pictures using their own ideas promoting their creative skills. Some new to the group settle well as staff get out the train track, one of their favourite activities.

Routines are used well to help children to understand about healthy practices such as washing hands for snack time. Children make healthy choices from the refreshments provided and develop personal skills as they attempt to pour their own drinks. Meal times are positive social occasions where children begin to develop language skills and important social skills of feeding and table manners. Parents are encouraged to provide a balanced packed lunch to support the settings ethos of healthy eating. Staff are aware of individuals dietary needs and ensure these are catered for maintaining children's health and well being. Children have increasing opportunities to benefit from fresh air and exercise through using the outdoor play provision; there are a satisfactory range of resources currently to support progress of physical skills.

Children develop skills for the future as they explore writing skills when using crayons and pencils in the imaginative post office area. Paint brushes, glue sticks and tools such as scissors provide good opportunities to develop hand control. They explore technology when playing with the toy tills and phones. Children are

well supported to develop language skills as staff engage in play with them. Visual aids, signs and symbols are used effectively to help children understand the routines of the day and begin to recognise written text in their environment. Story time and individual book-sharing sessions help children to develop the skills for reading in future. Children begin to recognise their names as they find the label on their place at lunch. Children enjoy the practical activities to help them begin to recognise numbers and develop counting skills. They join in singing number rhymes, explore different sized pots in the water and look at shapes when attempting jigsaws.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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