

# Pre-School Learning Alliance Langley Mill Childcare

Inspection report for early years provision

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<b>Unique reference number</b>	EY337018
<b>Inspection date</b>	29/10/2010
<b>Inspector</b>	Lynn Dent
<b>Setting address</b>	Bailey Brook Drive, Langley Mill, Derbyshire, NG16 4FS
<b>Telephone number</b>	07944 429424
<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

The Pre-School Learning Alliance Langley Mill Childcare was registered in 2006. It is run by The Pre-School Learning Alliance which is a registered charity. It operates from two main rooms within Langley Mill Children's Centre in Derbyshire. There is inclusive access to the premises and all childcare is provided at ground floor level.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 42 children at any one time. There are currently 105 children aged from birth to under five years on roll, some in part-time places. The setting provides care for children from the local community.

The setting is open each weekday from 8am to 6pm for 51 weeks of the year, closing for one week at Christmas. All children share access to a secure outdoor play area. The setting currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The setting is in receipt of nursery education funding.

The setting employs 12 staff, all of these hold appropriate early years qualifications. One member of staff holds qualified teacher status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a stimulating environment where they feel safe and secure enabling them to make good progress in their learning and development. Staff plan an exciting range of activities for children meaning they are engaged. Records of children's achievements do not always reflect their learning priorities. Staff ensure that they have all the information needed to effectively meet the children's individual needs due to excellent partnerships with parents. Children with special educational needs and/or disabilities make very good progress due to the successful working relationships with specialist services and the setting has started to work with other settings that children attend. A range of effective systems are in place enabling the management to consistently review and improve the provision.

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

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

- develop further the arrangements to fully identify all children's learning priorities across the areas of learning; this is with regards to older children
- develop systems further to communicate with other settings that children attend to ensure coherence of learning and development.

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

The staff's clear understanding of child protection procedures results in children being fully protected. Children are further safeguarded by the setting's robust recruitment, vetting and induction procedures which help ensure the suitability of staff who work with the children. Clear procedures are in place to monitor their ongoing suitability. Children are cared for in a secure setting where comprehensive risk assessments supported by effective daily checking procedures ensure that the environment is safe for them to use. Toys and resources are in good condition. The effective deployment of staff means that children are well supervised at all times.

The rooms are set out to encourage children to engage in different activities and there is space for them to rest and relax. The effective organisation for babies means that their home routines are closely followed. Therefore, their sleep and feeding patterns are maintained. The staff work closely as a team and are committed to helping children achieve positive outcomes in their learning and development. Staff are skilled in knowing when to engage with children and when to stand back and let them take the lead. Consequently, children benefit from both adult-led activities and child-initiated play.

Highly successful relationships with parents and carers result in staff having an exceptionally clear knowledge of the children and their family circumstances. Consequently, each child benefits from personalised care and support and discussions with parents show they feel fully supported by the setting. Staff provide activities for the children to complete at home and parents are actively encouraged to participate in activities at the setting, further promoting the link between home and the provision. The management and staff are proactive in ensuring that parents who speak English as an additional language and those with literacy difficulties receive information in an acceptable format. Parents who work full time, therefore, unable to attend parents evenings are kept fully informed and involved in their child's care and education because staff offer alternative arrangements for these meetings to happen. The provision also has a parents forum which works with the management to evaluate the setting and identify ways to improve. The effective system of self-evaluation also incorporates input from all parents, staff and other professionals. This ensures all aspects of the provision are monitored and evaluated, therefore effectively supporting ongoing improvement.

The inclusive setting is extremely committed to promoting the outcomes for all children. This is particularly effective for those with special educational needs and those with a disability due to the strong relationships developed with other specialists such as the speech therapy service. The setting is developing their work with other settings that children attend to help develop consistency for the children. Good relationships have been developed to make the transition to school easier for the children.

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

All children make good progress in their learning and development because staff have a secure understanding of the Early Years Foundation Stage. Each child's key person knows their children particularly well and effective systems are in place to ensure that in the absence of the key worker children's learning and development continues to be promoted. Regular observations of children's learning and development are used well to evaluate their progress in all areas of learning and to identify the next steps for most children. However, it is not always clear which targets some of the children over two years are working towards, thus impacting on them making the best possible progress. Staff use clear methods to evaluate the activities they provide to ensure that the learning aims are met and to adapt the activities for future use. Staff are mindful of children who attend the setting part time and ensure that the best use is made of this time. As a result children receive a balance of experiences that equally promotes all areas of learning.

Children are confident and happy in the setting because staff engage them in play and are skilled in extending different areas of learning and development through each activity. For example, children are using torches to explore light and dark. Staff encourage children to think about what they see in the sky during the day and at night and draw pictures of this. They then experiment by shining the torch through different materials and coloured paper and discuss what happens. Throughout the activity staff gently remind children about the dangers of shining the light into their own and other people's eyes. Consequently, they are learning about safe practices.

Good organisation of daily routines provides time for children to move freely between indoors and outdoors where their learning continues to be effectively promoted. On the day of inspection it had been snowing heavily. The children enjoy building snowmen and making snow castles. Staff effectively extend this activity by encouraging the children to make pictures and shapes in the snow with paint; and count and compare the size of footsteps they make in the snow. Some children decide to take snow indoors to the water tray where they play with toy penguins, polar bears and sea lions that live in the cold snow. They make igloos for them to live in and later discuss why the snow has melted. Thus, their knowledge and understanding of the wider world is promoted.

Babies are very settled because there is a calm, caring atmosphere where staff are attuned to their individual needs and give cuddles. The babies have space to move around and develop their independent walking and enjoy using a good range of developmentally appropriate toys. They giggle with glee as they watch toys move across the floor. Their communication is promoted because staff talk to them, repeat their early attempts at talking and praise them for saying simple phrases like 'Hello daddy' as they pretend to talk on a telephone and name toys such as their trains.

The staff place the promotion of equality of opportunity at the heart of all of they do. Very effective systems are in place to support children with special educational

needs and those who speak English as an additional language, resulting in them receiving a very positive experience. All children are surrounded by signs in different languages, symbols and pictures to help them understand the routines. Staff routinely use Makaton to support their verbal communication with all children. Children's independence is promoted well. They are able to make decisions about their play. They know where to find toys and resources that they want to use and they are able to access them and tidy away easily. Good hygiene practices across the provision help to minimise the risk of spreading infection. Children learn the importance of good personal hygiene habits, such as hand washing and cleaning their teeth. Meals are freshly cooked on site; they are well balanced and include vegetables grown by the children in the outdoor play area. Children behave very well, sharing, taking turns and showing respect for others. Consequently, they are learning important skills for later life.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
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	1

### 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

<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	1
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