

Pre-School Learning Alliance Childcare

Bulwell Hall Healthy Living Centre, Lawton Drive, NOTTINGHAM, NG6 8BL

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|--------------------------|----------------|
| Inspection date | 03/12/2012 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Children feel safe and secure in their relationships with staff. The key person system improves relationships with children and they arrive happy and are eager to learn.
- Children are interested in the activities and are confident to change the resources as they want. The staff follow their lead and extend their learning by asking questions to make them think and to encourage their language skills.
- Parents are encouraged to support children's learning at home and their observations are used when assessing children's development.

It is not yet good because

- The provider does not have robust vetting arrangements in place to ensure that staff are suitable to be working with children.
- Children's assessment is not consistently used to inform planning which results in insufficient challenge and some activities not matched to children's individual needs.
- Opportunities for children to access the outdoor area are limited so they do not benefit from the fresh air and developing their physical skills.
- The policies and procedures are not relevant to this setting so parents are not given appropriate information about this setting's practice.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom and the outside play area.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning documentation, the setting's self-evaluation form and a selection of policies and children's records.
- The inspector also took account of the views of parents through questionnaires undertaken by the setting.

Inspector

Sue Riley

Full Report

Information about the setting

Pre-School Learning Alliance Childcare was registered in 2012 and is a re-registration of an existing provision. It is owned by the Pre-School Learning Alliance and operates from a room and a hall in the Vision of Health Centre in Bulwell, Nottinghamshire. There is a fully enclosed outdoor area available for play. They are registered on the Early Years Register

and the compulsory and voluntary parts of the Childcare Register. The setting serves the local and surrounding areas and is accessible to all children.

The setting employs five members of childcare staff. All of these, hold appropriate early years qualifications at level 3 and one of them holds a degree in Early Years. The setting opens Monday to Friday, term time only. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 24 children attending who are within the early years age range. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children are cared for by people who are suitable to do so by implementing effective systems of checks, including obtaining an enhanced criminal records disclosure in respect of every person who works directly with children.

To further improve the quality of the early years provision the provider should:

- monitor the consistent implementation of the assessment processes to support individual children's learning and development, to enable this information to be used more effectively in planning challenging and appropriate experiences to meet children's individual needs
- allow as much opportunity as possible for children to move freely between indoors and outdoors
- review the policies and procedures to ensure they are relevant to the setting to allow these to be shared with parents and carers to fully inform them of practice.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a suitable understanding of promoting children's development across all areas of learning. An appropriate balance of child-led play and adult-initiated activities ensures there is variety in children's learning experiences. All resources are within children's reach. This accessibility encourages active play as children try out different skills. For example, when playing with the farm animals the children use the wooden bricks to build more

enclosures for the animals. Children confidently change activities as they wish, for example, when they have tired of playing with the small coloured bears they put these away and get out the large pegs and pegboards. The staff are good at following the child's lead and allowing them to learn through their own play.

When a child first starts at the setting the staff gain information from the parents about what they can and cannot do, and what their likes and dislikes are. The staff then complete observations of the child for the first four weeks. This information gives the staff a picture of where the child is in their development. They then assess this information against the 'Development Matters in the Early Years Foundation Stage' guidance to identify what the child needs to be learning or developing next. These next steps are then in place for the whole term, which means that the staff are not effectively planning for children's individual development, as they are consistently learning and moving forward. With staff planning for these next steps the children are not being sufficiently challenged in other areas of development. Which means that children are only making satisfactory progress in their learning.

The learning environment is stimulating and accessible to the children so they can participate in purposeful play and exploration, which allows them to be active learners. All areas of learning are covered both inside and outdoors. However, due to the limited amount of time that children spend outside they are not benefiting or learning from these activities adequately. Staff help prepare children for nursery as they encourage their independence and self-help skills. Children are curious about objects and confidently pick things up to try and have a go. For example, a child picks up the binoculars and examines them, then puts them up to his eyes and looks around the room. Children for their age demonstrate suitable levels of concentration. For example, they sit for some time at the sticky table as they explore the materials and resources to create their artwork. Staff also use visual aids to help support children, as in 'look' and 'listen' signs for story time. This prepares the children as to what is expected of them. When playing with the farm and the farm animals, a child uses the wooden blocks to create their own enclosure to keep the 'cows' in. The child is thinking for himself and solves the problem of keeping the cows together.

Parents are encouraged to support children's learning at home through the book bags and soft toy diaries. They are encouraged to write in the diaries what they have been doing over the weekend. The children have done some lovely things with 'Daisy Dog' and 'George the Giraffe'. The book bags contain activities that they can do with their child, again a record of the activities is maintained to aid the staff in assessing what the children can do.

The contribution of the early years provision to the well-being of children

Children have warm relationships with the staff and their peers. For example, they come in the room happy and the staff are welcoming to them. Staff listen to the children showing that they value what they are saying. Children are well-behaved and they are encouraged to share and wait their turn. They are praised in a positive manner. For example, 'good boy, I like how you are letting the other children have a go'. From this the

child knows what he has done well. Children learn to value and respect one another. For example, all children are encouraged to be friends, they talk about different lifestyles and celebrate different festivals throughout the year to raise their awareness of others.

Parents share relevant information with the staff to ensure their care needs and routines are known and can be followed at all times. Children are starting to understand simple hygiene practices, because the staff implement appropriate routines. For example, hand washing is encouraged, tissues are readily available and children help themselves as needed. A range of healthy foods are provided for the children at snack time. The staff do encourage parents when providing a packed lunch to offer healthy options. The children are given a choice of water or milk to drink with their snack. However, they are not benefiting from playing out in the fresh air as this is restricted. Children are beginning to have a clear understanding of keeping safe through participation in fire drills. When they do play outside they have a lovely marked out roadway with road signs so they can learn about 'road safety' as they play.

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

Arrangements for safeguarding children are not fully effective. This is due to the providers not undertaking regular and appropriate checks on the staff. For example, they have moved to a new setting with a new nominated person and the original checks are a number of years old and not relevant to this current location. All staff have completed safeguarding training and are fully aware of what to do and whom to contact if they were concerned about a child.

The provider does have suitable arrangements in place to support and monitor the setting and its provision. They have people who come in and do their own inspections and undertake their own quality reviews. The setting has many different ways of evaluating what they do and what they provide. The provider has effective systems in place, for performance management and for the continuous professional development of staff. Staff do attend regular training relevant to their post and interest. The setting has a vast amount of complex policies and procedures in place. However, they are not relevant to this individual setting and cannot be clearly understood by parents.

Staff have a suitable understanding of the learning and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They are good role models who display a warm and friendly nature. Children are happy in their care and are helped to stay safe as the staff take positive steps to minimise possible risks. Detailed risk assessments are in place and action has been taken to minimise the risks to children. For example, finger guards are on the doors to prevent trapped fingers, and the premises are kept very secure. All documentation is in place and is recorded appropriately. The staff have noted that around the slide area the floor surface is slippery due to moss growing and have asked for this to be treated.

Staff establish a positive working relationships with parents. Information is regularly shared regarding children's routines, likes and preferences. Parents' views are sought

informally through regular discussions and through questionnaires. Partnership with other providers that care for children are not well established. However, the staff are working to develop this. This means that they will know what the other providers are currently working on with the children and then effectively support them in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the registered person has effective systems to confirm that any person caring for, or in regular contact with children is suitable to work with children (Suitability of persons to care for, or be in regular contact with, children)(both parts of the Childcare Register).
- take action as specified above (Suitability of persons to care for, or be in regular contact with, children).

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not |

meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

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|------------------------------------|------------------------------|
| Unique reference number | EY448850 |
| Local authority | Nottingham City |
| Inspection number | 801613 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 20 |
| Number of children on roll | 24 |
| Name of provider | Pre-School Learning Alliance |
| Date of previous inspection | Not applicable |
| Telephone number | 0 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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