

Pre-School Learning Alliance

Meden Vale Childcare

Meden Vale Children's Centre, Netherfield Infant School, Netherfield Lane, Meden Vale, MANSFIELD, Nottinghamshire, NG20 9PA

Inspection date	05/01/2015
Previous inspection date	29/09/2009

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		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a good understanding of children's individual needs and the effective key-person system successfully promotes children's emotional well-being.
- Staff have a good understanding of their roles and responsibilities in regard to the safeguarding and welfare requirements, including child protection issues.
- Effective monitoring is carried out to assess children's progress. This ensures their needs are well met and early intervention is available should it be required.
- The manager is highly committed to her role, ensuring the setting goes from strength to strength. She works closely with all staff to ensure this happens.
- Partnerships with parents and external agencies are strong. This means that children receive the support they need and ensures their individual needs are met well.

It is not yet outstanding because

- Adult-led group activities are not always effectively planned for and organised to engage children and extend their learning.
- Staff do not make the most of opportunities to allow children to spontaneously explore sensory play activities and experiences.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 playroom and outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff working within the setting, and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Lianne McElvaney

Full report

Information about the setting

The Pre-School Learning Alliance Meden Vale Childcare was registered in 2006, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Meden Vale Children's Centre in the village of Meden Vale, near Mansfield, North Nottinghamshire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs four members of childcare staff; all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8.30am until 4.30pm. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the organisation and planning of group activities, so children remain engaged and focused, to maximise the opportunities to extend their learning and development

- provide more opportunities for children to investigate and enjoy a wide range of sensory experiences.

Inspection judgements

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

The enthusiastic and friendly staff provide the children with a rich and purposeful indoor environment that is organised so that they have access to experiences that span the seven areas of learning. Staff have high aspirations for all children and show a genuine desire to provide interesting and meaningful experiences. They use their secure knowledge and understanding of how to promote learning and development to good effect. However, staff do not maximise the opportunities for children to freely access sensory and creative play activities. This impacts on their exploration, investigation and imaginative development. Staff observe children and use this information to accurately assess their starting points. Observations are recorded in individual learning journals, which are organised by areas of learning. Further assessments are scheduled at regular intervals, which enables staff to plan for the next steps in children's learning. As a result, children are provided with suitably challenging activities and are confident and motivated to learn. Staff's understanding of expected levels of development means they are able to identify any areas of concern promptly and work towards narrowing developmental gaps. Children

with special educational needs and/or disabilities are well monitored and supported. The nursery works well with other agencies, such as the local authority and speech and language therapists, to ensure that each child receives the level of support needed.

Strong partnerships are developed with parents, carers and local schools. Staff establish what children can do when they first start through discussion with parents, and completion of the 'meeting my child's needs' form. Daily exchanges of information between the children's key person and parents help to support children's individual needs. Parents receive clear information about their children's progress and achievement. This is through viewing the observations in the children's learning journals. Parents are encouraged to get involved in children's learning by recording 'wow' moments of what children have achieved at home. The child's key person uses this information to help tailor future planning. This promotes continuity for children's care, learning and development. Parents speak positively about the nursery. They know who their children's key person is and feel they are well informed about their children's welfare. Next steps are shared with local schools when children attend both settings to successfully ensure continuity in each child's learning. Staff and school collaborate to run a 'Getting Ready for Nursery' group to ensure children are thoroughly prepared for the next stage in their learning.

The staff communicate with the children extremely well. They use meaningful conversation to engage with them as they play and show interest as they listen carefully, allowing plenty of time for children to respond. They encourage them to repeat new words to develop the breadth of their vocabulary and ask a good range of open-ended questions so that children begin to think creatively for themselves. As a result, children are being provided with opportunities to develop skills to communicate. Staff promote aspects of mathematics, such as teaching children to use number names in order, through number rhymes and songs. Children's language and communication skills are well supported because the staff implement effective teaching strategies to support them in making good progress. For example, as children enjoy snack, staff use simple sign language to name what they are eating. However, some group times are not sufficiently well organised or planned for to ensure that teaching strategies are adapted to fully promote each child's learning. Consequently, not all children are fully engaged with the activities and do not benefit from them. Children enjoy a good range of activities in the outdoor environment, which they are able to access for the majority of the session. Children show good control and coordination as they move confidently in the outdoor area and handle equipment and resources effectively. For example, children enjoy pedalling and steering bikes while giving their friends a ride. Children enjoy exploring the bugs in the log pile and exploring the natural environment in the mud kitchen. The good range of learning experiences means that children are making good progress towards the early learning goals. This, and a positive attitude to learning, means they are well prepared for the eventual move on to school.

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

Children are supported well as they make the move from home to starting at the setting. Their individual needs are consistently well considered and reflect the needs of the children and parents at this time. Consequently, children settle well and form secure

attachments to their key person and staff. As a result, they are confident and motivated in their play and learning and their emotional well-being is secure. Staff review what children enjoy doing and the resources used, to provide activities that engage and further their interests. They promote an inclusive environment where all children can develop and make good progress. Staff work effectively as a team and know the children and their differing needs well. They respond sensitively to them, to enable them to express how they feel. Children are aware of the basic rules in the setting including being kind to each other, to share and take turns. This is because staff consistently give gentle reminders. This approach is reflected in the children's behaviour, which is good, because they feel secure. Staff are thoughtful and understanding and children feel safe and comfortable within their care. This effectively promotes their sense of belonging.

The setting has excellent partnerships with the local school and information is shared to effectively support children emotionally as they move on. This ensures continuity in their learning and development. Staff discuss with the children their understanding of safety issues. For example, children are reminded why it is not safe to run indoors and staff explain the dangers of this should they fall. The setting provides healthy snacks and drinks for the children. Menu details are displayed for parents and information about children's allergies is displayed to ensure staff are kept aware of these. Good hygiene practices, such as hand washing, are implemented with all the children and staff teach them why this is important.

Well-implemented policies and procedures, such as fire evacuation procedures also contribute to children's good health. Children have many opportunities to access fresh air and to promote their physical development in the well-resourced outdoor area. A sheltered area and safety surfacing are in place to further enhance children's safety and well-being whilst outdoors. Children are cared for appropriately following any accidents and staff deal sensitively with any injuries they have. Records are kept of any accidents, as are records of medicines given and these are shared with parents. All staff have received appropriate training on routines to follow if a medical emergency arises and hold paediatric first-aid qualifications.

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

The manager has a very good understanding of her roles and responsibilities regarding the Early Years Foundation Stage. Safeguarding arrangements are well established and all staff within the setting have completed safeguarding training as part of their induction and ongoing professional development. Staff have a good understanding of the steps to take and who to contact should they have a safeguarding concern. Staff are vetted and comprehensive induction procedures are in place to ensure their suitability. As part of the induction process, all newly appointed staff are made aware of the policies and procedures and their understanding is checked during supervision sessions. Staff access training to ensure their continued professional development and knowledge.

The setting implements robust risk assessments, which ensures a child-friendly and safe environment for children to play in and explore with confidence. Staff assess all areas on a

daily basis and remain constantly vigilant to potential hazards. In addition, the close working partnerships between staff ensure the levels of supervision are consistently high.

Planning for children's needs is clear and effectively linked to their next steps in learning. The educational programme is also monitored well to ensure children make good progress in their learning. Practice within the setting is monitored well by the manager and regular supervision meetings are held to ensure information and good practice is shared. The management team work closely together to identify the strengths of the setting and areas for future improvements. The manager has prepared a detailed self-evaluation document, which shows the setting's strengths and highlights areas they plan to adapt, develop or change. Parent contributions regarding improvements and their comments and ideas are greatly valued and used to further enhance the setting. The manager ensures children's interests and suggestions are embedded throughout the setting.

The setting welcomes help and support from a number of other agencies as required to ensure children's individual needs are met. Children with additional learning needs are well cared for and staff work closely with all involved to ensure children are provided with consistency in their learning, are included fully and make good progress. Partnerships with parents are strong and they are encouraged to fully contribute towards meeting their children's needs. Parents' evenings are held and parents are invited into the setting regularly to look at their child's learning file and to comment on their progress. Parents speak about how the staff take excellent care of the children and the good progress children make at the setting. Others discuss how the setting is held in very high regard within the local community.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY333939
Local authority	Nottinghamshire
Inspection number	862587
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	24
Name of provider	Pre-School Learning Alliance
Date of previous inspection	29/09/2009
Telephone number	07951 548126

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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, which are usually the childminder's 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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