

# Pre-school Learning Alliance Bestwood Childcare Centre



The Community Centre, Gainsford Crescent, Nottingham, Nottinghamshire, NG5 5HT

<b>Inspection date</b>	24 February 2015
Previous inspection date	6 February 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is inconsistent, which means children are not sufficiently challenged during activities to fully enhance their learning and development.
- Staff do not always provide clear guidance to the children about the expectations for their behaviour. Subsequently, children's growing awareness of how to behave appropriately is not always effectively promoted.
- Partnerships with external professionals are not strong enough to provide children with extended targeted support they need to enhance their learning.
- Staff training and professional development are not targeted to improve the quality of teaching as the manager has not yet applied systems to monitor and evaluate practice effectively.

### It has the following strengths

- Partnerships with parents are good and information is shared with them about their children's progress to keep them informed.
- Children are happy and well settled in their environment. They clearly benefit from the caring and trusting relationships that they have established with staff.
- Children's welfare and safety are well supported by staff through the implementation of safeguarding policies and procedures.

## What the setting needs to do to improve further

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

- improve the quality of teaching to ensure that children receive sufficient challenge during activities and that their next steps in learning are fully promoted, so they make good progress.

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

- enable children to fully understand the expectations about how to behave, for example, by supporting staff to be consistent in their approach to explaining rules and boundaries
- strengthen partnerships with external professionals to ensure that information about children's learning is shared, and use this information to inform planning to provide targeted support that contributes to the child's all round development
- develop systems to further monitor staff performance, in order to identify and target training, to improve the quality of teaching, so children are provided with good quality learning experiences that are consistently challenging.

### Inspection activities

- The inspector held discussions and evaluated learning activities with the manager.
- The inspector observed learning activities and interacted with children and staff.
- The inspector checked staff qualifications and suitability.
- The inspector sampled documentation relating to safeguarding, staff training, risk assessments, children's learning journey records and a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from parent questionnaires and feedback.

### Inspector

Tracy Hopkins

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff identify children's starting points in their learning and development when they begin at the nursery, through observations and discussions with parents. They plan activities and experiences that appropriately support children's progress towards the early learning goals. As a result, children access a range of activities and experiences that adequately cover the seven areas of learning. Children gain the basic skills they need in preparation for school. Staff plan appropriate activities to support the children's next steps in learning. However, the activities planned do not always meet the intended learning outcome. This is because there are inconsistencies in the quality of teaching. Some interactions between staff and children are focused on merely supervising their play. Consequently, children are not always challenged sufficiently to make the maximum amount of progress possible. Children enjoy using their imagination as they play in the role-play area or with the small world toys. Additionally, they have daily opportunities to go outside and develop their physical skills.

### **The contribution of the early years provision to the well-being of children requires improvement**

Staff support children to become independent. Resources are accessible to children, so they can self-select and make choices in their learning. Children manage their own personal hygiene by taking themselves to the toilet and washing their hands. Children are encouraged to feed themselves, help themselves to their water bottles and put coats on independently. These opportunities support children to be ready for school life. Behaviour management is generally adequate but staff do not always remind children of the reason for rules. For example, when children run round the tables with each other, staff instruct them not to do this without explaining the consequences of their actions. This means that children are not always given clear guidance about the expectations of their behaviour to support their growing awareness of how to behave appropriately.

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

The manager monitors staff performance through appraisals and regular supervisions. However, staff development does not always focus sharply on developing consistency in teaching and learning. Consequently, there are weaknesses in the quality of teaching children receive. This means that activities often lack a good level of challenge and children do not make good progress in their learning. Partnerships with other settings that children attend are suitable and the manager takes a proactive approach in promoting these. For example, they share summaries of the children's progress, to promote a consistent approach to supporting their learning and development. However, partnerships with some external professionals are not yet well established. This means that important information about children's learning and development, is not shared. For example, the progress check for children aged between two and three years completed by the health visitor is not used to inform future planning for those in nursery. Consequently, children's learning is not maximised.

## Setting details

<b>Unique reference number</b>	EY303708
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	861819
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	6 February 2009
<b>Telephone number</b>	07949 814914

Pre-school Learning Alliance Bestwood Childcare Centre was registered in 2005. Four members of staff work directly with the children. All hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday term time only. Sessions are from 8am to 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

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