

Pre-School Learning Alliance Langley Mill Childcare



Bailey Brook Drive, Langley Mill, Derbyshire, NG16 4FS

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| Inspection date | 14 April 2015 |
| Previous inspection date | 1 April 2014 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff develop precise and detailed plans to effectively support children with special educational needs and/or disabilities and those who speak English as an additional language.
- Staff in the toddler room make good use of props during singing activities, to promote children's communication and language skills.
- There is good support for children's physical development throughout the nursery. For example, children in the baby room crawl around, pull themselves up on the furniture and develop good control, for example, kicking a ball.
- Staff are very effective in coordinating the support for children to settle, and to move through the nursery. This promotes children's emotional well-being.
- The management team make good use of evaluation systems to identify broad and challenging areas for improvement. They effectively prioritise these according to which will have the most benefit for the children who attend.

It is not yet outstanding because:

- On occasion, staff working with the youngest children miss opportunities to fully support children's communication and language skills.
- Staff do not make the best use of the outdoor area to help children to learn about the natural world and ensure that children can always play uninterrupted.

What the setting needs to do to improve further

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

- build on the already good teaching to accelerate all children's progress by; ensuring that more opportunities are taken to encourage younger children's language skills by always providing appropriate activities, such as singing and experimenting with using sounds and words
- extend the use of the outdoor area to further support children's learning, for example, by ensuring that children can play uninterrupted by the more physical play of others, and developing the garden area to provide more opportunities to learn about the natural world.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Justine Ellaway

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff are skilled at observing children and precisely assessing their stage of development. Staff then develop a useful and appropriate plan of activities to help children to move forward. Group activities for children are well delivered. For example, in the pre-school, staff successfully help children to develop skills, such as concentration and listening, which they will need as they move on to school. Staff sensitively support children with special educational needs and/or disabilities to engage with the activity. They also skilfully phrase questions to challenge and extend more able children. For example, they prompt children to recognise the rhyme within a story or relate the story to their own experiences. Staff in the toddler room effectively support children to develop their vocabulary. This includes children who speak English as an additional language. They focus on an appropriate range of words so that children benefit from the repetition and consistency. However, on occasion, staff within the baby room are not proactive in talking or singing to children, to fully support their communication skills. Instead, they watch and respond to what children are doing.

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

Children are happy, confident and comfortable in the nursery. Staff manage children's behaviour well, helping them to understand the expectations and routines. Children demonstrate a sound understanding of how to stay safe. For example, children can explain why they have to hold on to the rope as they walk outside during the evacuation practise. Staff provide appropriate opportunities to help children develop an understanding of a healthy lifestyle. They grow vegetables, talk about healthy foods during role play and sing a song about washing hands. Children access a good range of toys and resources indoors and can play outdoors for a good proportion of the day. The large playground has a good range of equipment that challenges children in their physical development. However, on the odd occasion, children throw balls or ride toys in areas and disrupt others. Also, the garden area is less well developed so that children can access a good range of resources to further support their learning, for example, about the natural world.

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

Staff have a secure understanding of child protection procedures to ensure that concerns are appropriately dealt with. They deploy themselves well to ensure children's safety through supervision. Staff have worked hard to improve practice since the last inspection. The well-qualified staff team are providing good quality care and learning for children. There are a number of checks and audits to ensure that practice is embedded and consistent. This includes monitoring the progress of children, to ensure there are no gaps in their learning. Parents and carers are very complimentary about the staff. Particularly, how welcoming and non-judgemental they are. Also, the very good level of information they gather and share to support children at the setting.

Setting details

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| Unique reference number | EY337018 |
| Local authority | Derbyshire |
| Inspection number | 1010764 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 40 |
| Number of children on roll | 64 |
| Name of provider | Pre-School Learning Alliance |
| Date of previous inspection | 1 April 2014 |
| Telephone number | 07944 429424 |

Pre-School Learning Alliance Langley Mill Childcare was registered in 2006. It is managed by the Pre-School Learning Alliance and is situated within the site of Langley Mill Children's Centre. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications, including two with a foundation degree. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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