

Pre-School Learning Alliance New Woods Childcare



New Woods Children's Centre, Barker Avenue, Sutton-in-Ashfield, Nottinghamshire, NG17 3FQ

Inspection date	27 July 2015
Previous inspection date	10 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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		Outstanding	1
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 know the children they care for well. They find out what interests them and use this information to plan varied and exciting learning experiences for children. All children, regardless of their age or capability, make good progress.
- Each area of the nursery is highly stimulating and interesting. Children can easily access toys and resources both indoors and outside. Children of all ages are encouraged to be independent learners who think for themselves.
- Staff safeguard children exceptionally well. They confidently recognise the signs and symptoms of abuse. They know exactly what to do if they have concerns about a child in their care. Robust procedures ensure that the environment is safe and secure for children at all times.
- Children with additional needs are supported well, so they make good progress. The nursery works seamlessly with parents and other professionals so that children get the right help at the right time.

It is not yet outstanding because:

- On occasions, some staff demonstrate outstanding teaching practices, but these are not shared or modelled to all members of staff.
- Assessments of learning in the baby room are not always as thorough and precise as possible. As a result, next steps in learning are occasionally not specific enough to promote the very best progress for these children.

What the setting needs to do to improve further

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

- disseminate to all staff the examples of excellent teaching skills evident within every room so that all children benefit from them
- strengthen the quality and use of learning assessments in the baby room so that plans for what babies need to learn next are more focused and precise.

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 looked at children's assessments 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

Josie Mapes

Inspection findings

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

Staff have a good understanding of how children learn. They offer a wide choice of activities for children to explore and investigate both indoors and outside. This effectively supports children's learning and good progress. Older children eagerly follow simple instructions in order to make their own malleable dough. Staff use this to introduce early mathematical skills, such as measure and addition, so that children make progress in this area of their learning. Children are encouraged to read initial letters that are familiar to them. This supports their readiness for school. Staff use a range of effective teaching strategies to promote all children's communication and language skills. For example, they show signs to children to reinforce key spoken words during their daily routine. This helps children to make connections in their learning and gives them confidence to use new words. Babies' earliest communication with adults is supported through the use of sign language. Staff regularly assess children's learning and development. However, the information gathered from these assessments is not consistently precise and focused across all of the rooms. Consequently, some activities in the baby room are not always planned as effectively as possible to help the youngest children move forward quickly.

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

The nursery provides a warm, welcoming and fun environment. Many long-serving staff use their wealth of experience to provide strong and nurturing care. Settling-in arrangements are tailored specifically to each child. Children are respected and valued as individuals and, consequently, form extremely secure attachments with staff. Such high levels of security give children an excellent base from which they feel safe to take risks and try things out. Excellent partnerships with parents and other professionals result in children's individual care needs being fully met, including those children with special educational needs and/or disabilities. Children's health and well-being are superbly promoted. They have daily access to an excellent range of activities outdoors and experience physical exercise and fresh air everyday. Consistent daily routines result in excellent behaviour. By the time children leave the nursery they have firmly developed the attitudes needed to become confident and independent learners at school.

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

The manager and staff team have a very good understanding of the requirements of the Early Years Foundation Stage. They strive for excellence at all times, and this is reflected in the staff qualifications and the impact this has on children's progress. However, the knowledge of more experienced staff is not always effectively used to ensure that outstanding teaching skills are achieved consistently by all members of staff. The manager makes good use of self-evaluation to identify areas for improvement. She has recently introduced an effective system of tracking progress across the nursery. This ensures that any gaps in learning are quickly identified and targeted.

Setting details

Unique reference number	EY347210
Local authority	Nottinghamshire
Inspection number	863158
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	49
Number of children on roll	75
Name of provider	Pre-School Learning Alliance
Date of previous inspection	10 December 2009
Telephone number	07908 158800

Pre-School Learning Alliance New Woods Childcare was registered in 2007. It is managed by the Pre-School Learning Alliance and is situated within the site of New Woods Children's Centre. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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