

# Pre-school Learning Alliance Bestwood Childcare Centre



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

<b>Inspection date</b>	9 December 2015
Previous inspection date	24 February 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager, senior management team and staff have taken effective steps to address previous areas of weakness. They have made good use of support from the local authority improvement advisor to enhance the provision. Close monitoring of staff performance and identified training needs have improved the quality of teaching.
- Staff work well together as a team and are clearly enthusiastic and passionate about their roles and responsibilities.
- Children enjoy their time in the setting. They have secure attachments with the kind and sensitive staff.
- Younger children in particular experience a range of good quality learning opportunities, both inside and outdoors. Staff plan the activities well, based on their current interests and the next steps in their learning.
- Staff ensure parents are well informed about their child's learning and development. They support parents and share ideas to further support their child's learning at home.

### It is not yet outstanding because:

- Some activities are not always planned around older children's interests to fully challenge them so that their learning is always promoted to the highest level.
- Information about healthy diets for children is not always fully exchanged with parents.

## What the setting needs to do to improve further

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

- refine planning so that activities provided by staff are even more sharply focused to enthuse and offer greater challenge, interest and variety for older children
- explore ways of extending partnerships with parents, in order to actively engage them in the importance of promoting healthy and well-balanced diets for their children when they attend the setting.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector viewed all areas of the premises used by children, including the outdoor environment.
- The inspector held a meeting with the manager, senior managers and spoke with the staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector looked at children's records, staff records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are trained in safeguarding. They know how to recognise and respond to signs and symptoms of abuse or neglect. Detailed policies and procedures help to ensure children are protected from harm. Risk assessments are robust and hazards to children are minimised. This means children play in a safe and secure environment. The manager and staff regularly review and critically evaluate their practice and plan for ongoing improvements. They welcome ideas and suggestions from parents and children. The manager regularly reviews the educational programmes and carefully monitors individual and groups of children's progress. This allows her to see how children develop over time and helps her to mostly identify and address any gaps in their learning in a timely manner.

### Quality of teaching, learning and assessment is good

Overall, staff observe, assess and plan well for each child's progress and have a clear knowledge of their needs and interests. Staff skilfully play alongside children, asking purposeful questions and engaging them in deep conversation to extend their learning. During sand play children's mathematical learning is supported well. They count how many cups they have filled, talk about the shapes and size made when tipped up to create sandcastles. Children demonstrate great concentration during play dough activities. They sustain their interest as they manipulate the dough in their hands. They extend their own learning by pretending to cook the dough in the role-play area. Children's language and literacy skills are developing well. They look at books about pirates and make their own treasure maps using pens and paper. Staff further encourage children to talk about what is on their map and how they will find the treasure. Children develop a range of skills to prepare them well for the next stage in their learning, such as school.

### Personal development, behaviour and welfare are good

Children play well with one another, take turns and share easily. They are familiar with the setting's new rules and show respect for one another and the environment. Children learn about different cultures and respect each other's differences through planned activities and access to toys and resources. Staff implement an effective key-person system. They actively seek all relevant information from parents about each child's needs and stage of development on entry. Children quickly acquire independence skills through the consistent support by all staff. They make their own choices whether to play outside and which activities they want to play with inside. Children explore happily outside and enjoy being physically active in the fresh air. Snack and mealtimes are successfully used to promote the children's social development and self-care skills.

### Outcomes for children are good

All children, including those whose starting points are below expected levels, make good progress over time given their capabilities. They learn the required number, communication and social skills, which build their independence and preparation for their future learning.

## Setting details

<b>Unique reference number</b>	EY303708
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1029646
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	24 February 2015
<b>Telephone number</b>	07949 814914

Pre-school Learning Alliance Bestwood Childcare Centre was registered in 2005. The childcare centre employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The childcare centre opens from Monday to Friday during term time only. Sessions are from 8am until 4pm. The childcare centre provides funded early education for two-, three- and four-year-old children.

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