

# Red Lion Childcare

Bulwell Hall Healthy Living Centre, Lawton Drive, NOTTINGHAM, NG6 8BL



<b>Inspection date</b>	13 January 2016
Previous inspection date	3 December 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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

- Children feel secure, happy and settled. They form close bonds with the staff and other children. They are confident, motivated and eager to learn.
- Staff provide a broad range of activities for children based on their needs and interests. There is particularly good provision for children to explore and develop their skills in the outdoor area.
- Children's communication and language skills are developing well, including those whose starting points are lower. Staff talk to children as they play and engage them in meaningful conversations.
- Children behave well because staff are good role models. All children are encouraged to share, take turns and look after their environment. Children's independence is very well promoted. They help to prepare their food and drink at snack time and clear away afterwards.
- The manager and her team have worked hard to make the required improvements since the last inspection. They are very receptive to advice and support from the local authority and from colleagues within their organisation.

### It is not yet outstanding because:

- The manager does not make the best use of assessment information to identify whether all children, including different groups and those receiving funded early education, could make even more progress in their learning.
- The monitoring of staff's practice is not focused enough on raising the quality of teaching and learning to an outstanding level.

## What the setting needs to do to improve further

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

- make better use of information gained from assessments to identify the progress made by all children, including different groups and those in receipt of funding, and address any gaps in learning
- strengthen arrangements for monitoring staff's performance to include a sharper focus on driving the quality of teaching to a higher level.

### 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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Josie Mapes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and her team have a good knowledge and understanding of their role and responsibility with regard to safeguarding the children in their care. A wide range of written policies and procedures underpin the good practice in the setting. This ensures children are kept safe at all times. The manager carries out daily safety checks on the premises. Regular supervisions and staff meetings ensure that they feel valued and supported. The pre-school has built effective links with local schools to ensure that there is a smooth transfer when children enter into full-time education. Parents speak very highly about the pre-school and the good progress their children make. They say that staff are extremely supportive.

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

The manager and her team have a good understanding of the learning and development requirements. They are well qualified and they use this knowledge to teach children effectively. Teaching across the pre-school is good. Staff observe, assess and plan appropriate activities for children based on the next steps in their learning. Children develop their early literacy skills. They recognise the initial sound of their own names and begin to form recognisable letters in shaving foam using their fingers. Staff provide good support for children with emerging speech. They repeat words back to children to reinforce their communication skills. Children develop an awareness of information technology. They sit with a member of staff and play educational games on the computer together. Children have plenty of opportunities to run, explore and dig in the well-developed outdoor area. They shout excitedly to each other when they find the dinosaur toys that staff have previously hidden in the mud area.

### Personal development, behaviour and welfare are good

Children are confident and secure in the welcoming and well-resourced environment. They form good attachments with staff. Children learn about the wider world through a wide range of activities, toys and resources. Children are helped to manage their own self-help skills. For example, children wipe their noses and put the tissue in the bin. This promotes their understanding of good hygiene practices. Snack and mealtimes are successfully used to promote children's independence and help them to understand the importance of healthy eating. Staff have built good working relationships with parents. They work effectively together to meet children's individual needs. Parents comment very favourably about the pre-school. They say that children have made a lot of progress since starting at the pre-school and staff give them a lot of feedback.

### Outcomes for children are good

All children, including those whose starting points and capabilities are below expected levels, make good progress in their learning and development. Children learn valuable new skills in literacy and mathematics which help to prepare them for school and future learning.

## Setting details

<b>Unique reference number</b>	EY448850
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1028224
<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>	23
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	3 December 2012
<b>Telephone number</b>	07908 648972

Red Lion Childcare was registered in 2012. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one with level 4. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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