

# Pre-School Learning Alliance Bulwell Childcare



Bulwell Children's Centre, Steadfold Close, Bulwell, Nottingham, NG6 8AX

**Inspection date** 19 May 2016  
Previous inspection date 29 May 2013

<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

- Managers have strong systems to evaluate provision. They take account of the views of children, parents and staff to identify strengths and areas for improvement. The manager updates parents about their contributions with a 'you said - we did' noticeboard.
- Staff provide a highly stimulating environment in which children can play and explore. Staff are extremely skilled in responding to children's emerging needs and interests. This means that activities and resources are very well matched to children's individual needs.
- The key-person system is very effective in helping children to settle well in the pre-school. Staff work closely with parents on entry to establish what the children can do and what their interests are. The key person continues to build on this throughout the children's time in the setting. This means children receive consistently good support for their learning and development.
- Staff support children's language and communication skills well. They model correct language and provide skilled support to develop children's speaking skills.

### It is not yet outstanding because:

- Systems to compare the progress made by different groups of children are not yet fully established, in order to confirm that no group is disadvantaged or likely to fall behind.
- Occasionally, staff teaching children who are not in their key group do not know the individual children's next steps in learning well enough to offer them the very best support for their learning.

## What the setting needs to do to improve further

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

- establish better arrangements to compare the progress made by different groups of children, in order to confirm that no group is disadvantaged or likely to fall behind
- give all staff the information they need to be able to support the learning of children who are not in their key group to a higher level.

### Inspection activities

- The inspector observed teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to advisors from the Pre-School Learning Alliance and the local authority, staff, parents and children during the inspection.
- The inspector viewed a range of documentation, including policies and procedures, children's records, risk assessments, qualifications and suitability checks.

### Inspector

Jane Millward

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is a very knowledgeable and effective leader. She maintains a sharp focus on improving the setting. As a result of this, weaknesses identified at the previous inspection have been fully addressed. The arrangements for safeguarding are effective. Clear policies and procedures are in place and these are understood and implemented effectively by staff. Procedures for recruitment and induction are robust. Staff receive regular supervision and opportunities to develop their practice. This supports them to deliver good quality care and education. Parents are happy with the quality of care provided by the pre-school. They are actively encouraged to work in partnership with staff to support their children's learning and development.

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

The quality of teaching is good. Staff have a secure knowledge and understanding of how to promote the learning and development of young children. They plan interesting and challenging activities for the children they care for. This means children enjoy learning and have good opportunities to make progress in their development. Staff are skilled in promoting the development of literacy and mathematics skills as children play. For example, outside, children develop their early writing skills during water play. Children use buckets to collect grass and water. They enjoy mixing these together before using a large brush to write on the wall. Staff observe and assess children's learning effectively. This information is used well to plan for children's next steps in learning. This contributes to children consistently making good progress.

### Personal development, behaviour and welfare are good

Children are happy to enter the pre-school and are welcomed warmly by staff. Children confidently move between the wide range of activities on offer and show good levels of independence as they prepare for these. Children put on aprons and roll their sleeves for water play, and collect equipment, such as magnifying glasses, to observe mini-beasts. At snack and lunchtime, children confidently manage their own needs. They have good hygiene routines and enjoy serving their own food and drinks. All staff promote positive behaviour consistently well. They provide gentle reminders to children when required and skilfully explain to children the reasons for this. Younger children and babies receive a high standard of personal care. They have opportunities to play and learn with older children. This helps them be prepared when the time comes for them to move on to the next stage in the pre-school. Children make choices about their play and particularly enjoy learning outdoors. Staff have adapted resources and activities to accommodate this. Children have good opportunities to develop their physical skills. For example, children persevere to master skills with hula hoops.

### Outcomes for children are good

All children make good progress from their starting points. They develop confidence and independence and have a positive attitude to learning. Children are attentive. They listen well and join in with favourite songs and stories. Children develop the key skills needed for the next stage in their learning, including for starting school.

## Setting details

<b>Unique reference number</b>	EY295475
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1028746
<b>Type of provision</b>	Full-time 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>	0 - 11
<b>Total number of places</b>	54
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	29 May 2013
<b>Telephone number</b>	07958630912

Pre-School Learning Alliance Bulwell Childcare was registered in 2004. The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The nursery offers funded early education for two-, three- and four-year-old children. The nursery operates from 8am to 6pm Monday to Wednesday and from 8am to 5pm on Thursdays and Fridays for 51 weeks of the year, excluding bank holidays.

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