

Pre-School Learning Alliance Selston Childcare



Hollyhill Primary School, School Road, Selston, NOTTINGHAM, NG16 6AW

Inspection date 18 May 2017
Previous inspection date 1 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 are happy and settled. They quickly engage in the activities and make independent choices in their play, such as choosing whether to play inside or outside.
- Staff track children's progress well. They use information from parents along with their observations of the child to plan activities to help them move forward in their learning. As a result, children make good progress from their starting points.
- Children thoroughly enjoy looking at mini beasts. Staff quickly build on their interests and extend their learning, they take them out on a mini beast hunt.
- Children's emotional well-being is supported well. There are strong attachments between the staff and children.

It is not yet outstanding because:

- On occasions, staff do not fully use opportunities to model appropriate language that helps children express themselves. Staff do not always share and exchange information with parents to help them to continue to support their child's learning at home.
- Monitoring of staff practice by the manager and senior managers is not incisive enough. It does not consistently provide highly effective support to develop staff skills and knowledge, in order to raise their teaching 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:

- raise the quality of teaching and model appropriate language that helps children express themselves
- find more innovative ways to share and exchange information with parents that help them to continue to support their child's learning at home
- evaluate staff's practice even more rigorously and further support the development of their teaching skills and knowledge.

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 manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke with staff and children during the inspection.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a clear understanding of the procedures to follow should they have a concern about a child's welfare and safety. Furthermore, they keep their knowledge updated by regularly completing child protection training. Staff supervise children well and ratios are met. Policies, procedures and risk assessments underpin the smooth management of the provision. The manager and senior managers complete regular supervisions of staff to help to ensure their ongoing suitability. Parents speak positively about the service that is offered. Staff work effectively with other professionals to support children who need it the most. Self-evaluation is effective in driving improvements.

Quality of teaching, learning and assessment is good

The well-qualified staff team know the children they care for well. They understand the different ways in which children learn and play. Staff plan activities building on children's next steps in their learning. For example, staff provide a range of activities for children to develop their literacy and physical skills. Children experiment using chalks and pencils as they make marks on different surfaces. Staff play alongside children and engage in meaningful conversations. Overall, children are helped to develop their listening and thinking skills and their vocabulary when they respond to the staff. Children enjoy group time, they talk about the weather and interact with props during story time.

Personal development, behaviour and welfare are good

The key-person system is effective. Staff understand the importance of gathering information from parents when the child first starts. They keep parents updated about what their children have played with to support their learning, overall. Staff are good role models and regularly praise children about their achievements and good behaviour. Any minor unwanted behaviour is dealt with very calmly and clearly by staff. Children quickly respond and return to their play. They share toys and takes turns with their friends. Children enjoy the benefits of outdoor play. They develop their coordination and strengthen their large-muscle skills, they enjoy using various apparatus and equipment, such as hoops. Snack and lunchtimes are a social occasion and help children learn about healthy eating.

Outcomes for children are good

All children, including those who receive additional funding, are making good progress given their starting points. They develop the necessary skills to help prepare them for the next stage in their learning and their eventual move on to school. Children are developing good independence skills. For example, they recognise when they are thirsty and know where to get their own drinks. Children use tools well. For example, they hold magnifying glasses correctly to look at mini beasts and use containers to transfer water.

Setting details

Unique reference number	EY406829
Local authority	Nottinghamshire
Inspection number	1094227
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	26
Number of children on roll	90
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	1 May 2015
Telephone number	07908 649121

Pre-School Learning Alliance Selston Childcare registered in 2010. The pre-school employs five members of childcare staff. Of these, all hold appropriate childcare qualifications to level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 7.30am to 6pm. The pre-school provides funded early education for two- and three-year-old children.

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