

West Bassetlaw Childcare

The Sure Start Centre, School Road, Worksop, S81 9PX

Inspection date

Previous inspection date

22/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are making good progress in all areas of their learning, due to the competence of staff and their commitment to all within their care.
- Staff have a good understanding of their roles and responsibilities in regard to the safeguarding and welfare requirements, including child protection issues.
- Children behave well and are confident because staff provide clear guidance about what is acceptable behaviour and consistently praise and acknowledge their achievements.
- Children form secure emotional attachments with their key person because staff work closely with all parents, gathering clear information about each child. This results in children feeling settled and confident in their surroundings.
- The manager is highly committed to ensuring the nursery goes from strength to strength and works closely with all staff to ensure this.

It is not yet outstanding because

- Some staff are not always confident about how to extend children's learning during activities, particularly when they talk with and question children.
- Opportunities for children to further enhance their developing free expression and creativity in artwork and have their work celebrated and displayed are sometimes missed.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms and outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Full report

Information about the setting

West Bassetlaw Childcare was re-registered in 2014 on the Early Years Register and the compulsory part of the Childcare Register. It is run by the Pre-School Learning Alliance and operates from two playrooms within the children's centre. There is a fully enclosed area available for outdoor play. It is situated in Langold, Nottinghamshire. The setting serves the local area and is accessible to all children. The setting employs 16 members of childcare staff. Of these, two hold Early Years Professional Status, two members of staff hold an appropriate early years qualifications at level 5 and 12 at level 3. The setting opens Monday to Friday, from 7.30am to 6pm, all year round. Children attend for a variety of sessions. There are currently 120 children attending, all of whom are within the early years age range. The setting supports children with special educational needs and/or disabilities and provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- increase some staff's understanding of how to extend children's use of language and, therefore, provide more challenge for the younger children in order to ensure consistently high-quality learning experiences
- enhance opportunities for children to freely express themselves during art activities and value their end product.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have good knowledge and understanding of how children learn through play. They provide stimulating activities and experiences to capture children's interest and promote positive development across all areas of learning. Staff assess and monitor children's progress through ongoing written observations of children's play and interests. They use this information alongside discussions with parents to identify the next steps in children's learning. Staff plan activities to extend children's learning by following their interests or through focused activities if there is an identified gap. Children's needs, including those with special educational needs, are met through discussion with parents and other professionals. This ensures the setting provides an inclusive environment. Staff inform parents regularly about their child's progress, so they are able to support their child's learning well at home. Each child's key person ensures that staff exchange information on a daily basis. Staff are fully aware of the progress check for children between the age of two and three years and have completed these, including comments from parents.

The educational programme is balanced and implemented successfully by staff. Children engage in interesting learning experiences, which enables them to make good individual progress. All children are challenged well through their activities and are well prepared for the next stage in their learning. Staff play alongside children, chatting enthusiastically about how what they have been doing during the weekend. Children benefit from animated staff interaction, which motivates them to learn. Older children are keen to sit and listen, both at story time and at whole group sessions. They confidently tell staff what the story is about by looking at clues in the picture on the cover of the book. Staff support their understanding of number by counting the number of boys and girls present, and writing the numerals on the wipe board. Children are given strategies for adding numbers together and staff model symbols used for writing simple addition. This means children are given practical situations to develop counting and early addition skills. Staff are good at helping children learn together and from each other. However, some staff do not use effective techniques to extend and challenge children's language development through the consistent modelling of good vocabulary, effectively using open-ended questioning and giving children time to think about their response.

Children throughout the nursery have lots of opportunities to practise early writing skills. Younger children and pre-school children have a mark making area with opportunities to develop writing for a purpose. Children make marks and draw pictures using pens, crayons and paper. However, there are limited opportunities for children to participate in creative activities, such as painting and sticking. This means there are fewer opportunities for children to freely express their own artwork and develop their own imagination. Throughout activities, staff show a strong interest in what children are doing. This promotes children's self-esteem, which means they are proud of what they do and encourages them to try new things. Pre-school children proudly show visitors how they spell their name on their name card. Staff have high expectations and help children acquire the key skills needed for the next steps in their learning and in preparation for the move to school. Children enjoy being outside in the fresh air where they have opportunities to climb and balance on equipment. Children develop coordination and physical skills as they learn to pedal and steer bikes, trikes and scooters.

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

All children form trusting relationships with staff because staff are committed to getting to know individual families. There is an effective key-person system in place, which helps staff to get to know children's individual routines, likes and dislikes. Younger children develop secure, trusting relationships with staff, who cuddle them when they are tired or upset. Children who are new to the nursery settle quickly due to the effective settling-in systems, resulting in children separating from their main carer with ease. Staff offer a wide range of activities, which support children's all round development and well-being.

Children benefit from a stimulating, welcoming environment where they can choose from a wide range of age-appropriate resources. They learn to respect others through the positive attitude of the staff. Children develop good independence and self-care skills. Older children access the toilet independently, wash their own hands and find tissues to blow their nose. All children try to put on their own aprons when they want to paint and

their coats on for outdoor play. Overall, children are developing a good range of skills to support their future learning. During mealtimes children are encouraged to be independent and serve their own drinks. Children benefit from sitting together and enjoying the social aspects of mealtimes. Such skills help them prepare for their move to school. Fresh drinking water is readily available. Meals are balanced and nutritious, and fruit is a regular part of the lunch menu. The nursery staff follow suitable hygiene practices to reduce risks of cross infection to children and adults. Staff minimise risks of spreading infections by regularly wiping younger children's noses and wearing protective aprons.

Children are well behaved. There are effective systems in place to support and encourage positive behaviour and develop children's self-esteem. Staff act as positive role models and constantly praise children at every level. Children learn good manners and take responsibility for their environment. They help to tidy away toys and books before lunch. Children respond well to staff instructions and learn to share and take turns during activities. They are learning to behave safely and to keep themselves and others safe. Progress reports shared between rooms in the nursery and other settings enable children's transitions to be effective and smooth. Staff help children to develop an understanding of the importance of physical exercise and a healthy diet. The nursery has an outdoor play area for children to access daily, where they benefit from fresh air and play energetically. Physical development is fostered very well by staff as children develop gross motor skills using scooters and push-along toys. Older children enjoy a joint active session with foundation stage children at the primary school next door which promotes their physical development well. The joint participation in this session also supports children's move to school extremely well, extending links the nursery has with the staff at the school.

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

The manager and staff have a secure knowledge and understanding of safeguarding children and multi-agency working practices, to ensure all children are kept safe. Staff have received safeguarding training and have a secure knowledge of safeguarding issues and procedures. Recruitment procedures are robust and suitability checks are carried out on all staff to ensure that they are safe and suitable to work with the children. Stringent safety procedures are in place. Children stay safe through the care and vigilance of staff who carry out risk assessments and daily safety checks to keep risks to a minimum. There are regular emergency evacuations and staff are vigilant in observing children in all areas of the provision.

The manager has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage and uses this well to support staff practice. As a result, staff are enthusiastic and clearly enjoy working as part of the team. Practice is monitored by the manager who spends time working in all nursery rooms. This provides her with first-hand knowledge about what is working well and the strengths and weaknesses of staff. Targeted plans for improvement are in place and staff are supported in developing their practice further. Ongoing supervision and appraisals help staff deliver good-quality practice. Induction and performance management ensure that staff are clear

about their roles and responsibilities. Staff share practice and review policies at regular staff meetings. For example, all staff can explain the nursery's safeguarding and whistle blowing policy and can give examples of how they implement it. There is a strong commitment to ongoing training to enhance staff's knowledge. The manager is supporting staff to develop their knowledge of how to provide all children with challenging learning experiences. Staff work closely with other professionals to support children as required, including children with special educational needs and/or disabilities by offering respite care. They take great delight in children's achievements and progress. Parents talk highly of the help they have received from the nursery in supporting their child's individual needs.

Staff work in partnership with the local authority, as well as supporting each other, to improve the quality of the nursery. Staff take parents' views into account, informally through discussion and formally through meetings. For example, parents report how pleased they are that staff know their children well and take account of their individual needs. They like the homely environment, the friendly team and the feedback they receive about their child's day and their progress. This demonstrates good partnerships with parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY476880
Local authority	Nottinghamshire
Inspection number	965872
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	120
Name of provider	Pre-School Learning Alliance
Date of previous inspection	not applicable
Telephone number	07944324947

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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