

# Pre-School Learning Alliance New Woods Childcare



New Woods Children's Centre, Barker Avenue, Sutton-in-Ashfield,  
Nottinghamshire NG17 3FQ

<b>Inspection date</b>	31 January 2019
Previous inspection date	27 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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 and staff offer a very good level of support for children with special educational needs and/or disabilities (SEND). They work closely with parents and other professionals to put support plans in place.
- Staff promote children's emotional well-being effectively. When children move on to school, staff take them for visits and stay with some children. Children feel emotionally secure when they are with a familiar adult.
- The manager works well with other nurseries and schools children also attend. She speaks to teachers regularly about children's achievements. This promotes consistency in the learning experiences children receive.
- The manager works well with other agencies to promote children's safety. Together, they help parents to promote children's positive behaviour at home.
- Children make very good progress in their speaking skills. Staff place a high priority on supporting this aspect of development. They show children pictures to represent the words they use. This is particularly effective for children who speak English as an additional language. Children develop their understanding of English words.
- Occasionally, staff do not make full use of the questions they ask children to extend their thinking skills and ideas further.
- Staff observe and assess individual children's progress. However, the manager does not consistently track the progress made by groups of children to enable her to identify how to extend their learning further.

## What the setting needs to do to improve further

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

- enhance the use of questioning to consistently encourage children's ideas and to extend their thinking skills further
- strengthen the monitoring of groups of children to more precisely identify additional ways to extend their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and childcare operations manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that staff's knowledge of child protection is up to date. Staff know the signs of abuse and where to report any concerns they have regarding children's safety. The manager supports staff well in their practice. Staff attend supervision meetings. Targets are put in place to help staff develop their practice further. Staff attend training that extends their knowledge of how children learn. This helps them to plan activities that reflect children's interests. The manager evaluates the provision well. She makes changes to the garden that provides more opportunities for all children but particularly for boys, to extend their learning outdoors.

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

Overall, staff demonstrate good teaching. They provide children with opportunities to develop their literacy skills. Staff are enthusiastic and energetic. They are good role models and encourage children to bring stories to life. When staff read to children, they provide them with resources based on the story. For example, children feel the texture of grass, water and soil. Staff are animated as they read stories. They use words, such as 'squelch' and 'squirt'. Children copy staff and learn new words, extending their vocabulary. Staff encourage children to develop their counting skills. For example, when children sit together at snack time, they ask them how many children are around the table. Children count to six. Staff skilfully adapt their teaching to the different ages and abilities in their care. Staff talk to children about changes in the weather. They show younger children pictures of different weather conditions. Staff help older children to learn the sign language for different weathers. Children develop their understanding of diversity and the different ways people communicate.

### Personal development, behaviour and welfare are good

Staff offer children a healthy range of snacks. Children serve themselves at snack times, promoting their independence well. Children are confident in their surroundings. Staff promote positive behaviour. Children learn the rules and boundaries in the nursery. At the start of activities, staff remind older children to listen and to share. Younger children develop their physical skills. They jump up and down when they listen to action rhymes. Staff display children's art work. Children demonstrate high levels of self-esteem and know that their work is valued and appreciated.

### Outcomes for children are good

All children develop well and are prepared for their eventual move on to school. Children demonstrate good literacy skills. Older children write their name on their art work. Younger children use vegetables in paint to make marks on paper. Children show a good understanding of the world and learn about technology. For example, they hold play phones to their ear and pretend to talk to their parents. Children who have SEND make very good progress from their starting points in learning.

## Setting details

<b>Unique reference number</b>	EY347210
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10065301
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	49
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	27 July 2015
<b>Telephone number</b>	07908 158800

Pre-School Learning Alliance New Woods Childcare registered in 2007. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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