

# Pre-school Learning Alliance Bulwell Childcare

Inspection report for early years provision

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<b>Unique reference number</b>	EY295475
<b>Inspection date</b>	08/06/2009
<b>Inspector</b>	Yvonne Layton
<b>Setting address</b>	Bulwell Children's Centre, Steadfold Close, Bulwell, Nottingham, NG6 8AX
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Pre-school Learning Alliance Bulwell Childcare was registered in 2004 and is run by the Pre-School Learning Alliance. It is situated in Bulwell, Nottingham. The setting is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The group operates within the Sure Start centre. Children have access to an enclosed outdoor play area. The setting is fully accessible. A maximum of 54 children may attend at any one time. The childcare group opens every day for 51 weeks a year. Opening times are from 08.00 to 18.00.

There are currently 68 children on roll, 65 of whom are within the early years age range. The setting offers wrap-around care, including, for children that previously attending the group. Children attend for a variety of sessions and are mainly from the local and surrounding areas. The group currently supports children with learning disabilities and/or difficulties and who speak English as an additional language. There are eight staff, all of whom hold appropriate early years qualifications. The setting is in receipt of funding for the provision of early education for children aged three and four. It is part of the government initiative for two year old funding and is in partnership with the children's centre.

## Overall effectiveness of the early years provision

Overall the provision is satisfactory. Children within the Early Years Foundation Stage (EYFS) enjoy a welcoming environment in which their welfare and learning is appropriately promoted. Inclusive practice is evident for all children in the setting and links with parents and the liaison with other agencies help ensure consistency in care and education. The setting is proactive in reflecting on their practice and those in charge have high aspirations to develop the quality of the setting, which is evident through ongoing improvements.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend systems to check all areas of learning are visited and consolidated over time and use within observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- extend staff knowledge to enhance opportunities to support freely-chosen or child-initiated activities
- monitor resources and activities to ensure that all are suitable for their purpose
- review and organise systems within the two to three year age range area to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs
- ensure the written permission for administration of non-prescribed medicine consistently includes the health reasons for doing so
- ensure systems are in place to enable children to recognise and access their

own water bottles.

## **The leadership and management of the early years provision**

Children are cared for by adults who provide a child-focused environment. The setting has undergone change and through this the management has a clear understanding of areas to improve and are implementing new systems. The team continue the process of evaluating and reflecting on their practice and seek ongoing improvement. Recommendations from the last inspection have been partially met. As a result, the setting has a strong focus in bringing about sustained improvement to the provision.

Children are protected as effective, detailed and up-to-date records, policies and procedures are in place. However, although individual medication records identify the health reasons for the administration of non-prescribed medicines, this section is not consistently completed. Efficient structures are in place to ensure staff are suitable for their role and are clear about their responsibility. Children's health and welfare are supported as the setting has established hygiene and safety procedures. Resources and premises are well-maintained, clean and suitable for their use. Children are safeguarded as the leadership is committed to ensuring staff's knowledge of safeguarding children procedures is up-to-date and they have clear understanding of their responsibility.

Inclusive practice is promoted so that all children have their welfare needs met and achieve as well as they can individually. Each child's individual needs are recognised and well-supported. For example, key workers are not allocated until the child has started at the setting and a daily care record is provided to parents. Sign language is used throughout the setting supported by labels using text and pictures. Ongoing discussions with parents regarding each child specific needs support diversity and promote inclusive practice. However, issues relating to the organisation, learning and development potentially affect meeting children's individual needs. Partnerships with parents and carers are established and they are provided with good information about the early years provision, including copies of the core policies and assessments are available to parents. The setting has an open door policy where parents are able to visit to discuss any issues relating to their children or family. Liaison with other settings and agencies involved with the children is in place such as with speech therapists, physiotherapists and schools.

## **The quality and standards of the early years provision**

Children are settled in the provision which is rich in text and number with bright pictures, posters and displays. They make appropriate progress and generally show a positive attitude to learning. Planning is based on children's interests and is evaluated. However, not all of the early learning goals are fully visited or consolidated with particular regard to developing the knowledge, skills and understanding that help children to make sense of the world such as opportunities to explore nature and the local community. Individual written observations identify the children's progress and achievements although generally next steps are not

identified therefore planning does not reflect areas to provide individual challenge to progress children's learning. The setting has started to implement child-initiated activities, however, this is not fully effective as staff's knowledge is not sufficient to enhance children's experience and learning. For example, in the music area children bang the instruments with other instruments, throw them and play is not purposeful. Staff do not become involved, encourage or guide them to make it a positive experience. Children have access to a good range of appropriate resources. However, vigilance is required to ensure all resources and activities are consistently suitable for children to use. This includes broken and blunt pencils, pencil crayons and dressing-up clothes piled in a heap. Some activities contain inappropriate resources that had been left from the previous use such as at the start of the outdoor play session a drawing activity outside with a large piece of paper was already full and the sand-pit contained a book and a dressing-up hat. Not all activities contained sufficient challenge, for example, a water activity consisted of a few marine figures and a tipping activity with trucks and there was not sufficient sand to provide children with a worthwhile experience.

Interactions are good and all children benefit from staff who use open-ended questioning to challenge children's thinking and provide opportunities for them to express themselves and explore. For example, children were involved in building a cascade outside staff gave them extra challenge by asking probing questions such as 'what do we do if the pipe does not reach?' 'How can we get the ball down?' Throughout the setting staff encourage children to think and relate to colour and number such as during rhymes, spontaneous counting and colour recognition during activities. Generally play is purposeful and children are developing their skills as staff encourage them to share, take turns, listen and become involved in groups. Staff support this by reminding older children and providing pictures of the 'rules' for group time such as 'look', 'listen' and 'think'. Younger children are involved in group time and also enjoy small groups with an adult for spontaneous story telling. There is a potential impact on children's learning and welfare as the organisation of the two to three room often leads to children becoming disruptive at activities, for example, throwing toys, rice and lentils, wandering around and at story time some wanted to listen whereas others did not. Throughout the setting, children have access to specific areas associated with the areas of learning including a music area, a comfort area, book and calculation area. Alongside activities based on children's interest staff provide base activities and varied creative and sensory activities such as exploring jelly and corn flour.

Self-awareness is promoted throughout. For example, children, supported by staff, serve their own meals and throughout the setting there is an emphasis through conversation, posters and activities relating to emotional well-being. Relating to a story about emotions, there is a display where children make individual free-expression paintings about how they feel. Staff use positive behaviour management to divert inappropriate behaviour supported by the setting's rules.

Children's health is generally soundly supported as the setting has established hygiene procedures. For example, there are effective routines regarding nappy changing, children's bedding, cleaning and the use of paper towels and air dryers for drying children's hands. They are encouraged to learn about healthy eating by posters throughout the setting of healthy food, food tasting activities, cooking and

a nutritious menu. Water is freely available. There is a potential impact on children's health as there is no system in place to ensure children are able to recognise and access their own water bottle. There are effective equipment and routines in place to ensure children are kept safe and positive action is taken to manage or eliminate risks such as good monitoring of visitors, safety equipment and security to access the building. Children are well-supported to learn about safety by daily routine, discussion, activities, including a small world fire station, engines and fire fighters, and by practising regular fire drills in the event of an emergency.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met