

Pre-School Learning Alliance Langar Childcare

Inspection report for early years provision

Unique reference number EY389655
Inspection date 02/07/2009
Inspector Diana Pidgeon

Setting address Langar Primary School, Barnstone Road, Langar,
NOTTINGHAM, NG13 9HH
Telephone number 07950 475738
Email admin@psla-notts.org.uk
Type of setting 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Langar Childcare is managed by the Pre-School Learning Alliance. It opened in 2009 and operates from a purpose-built unit attached to Langar Primary School, in Nottinghamshire. There is a fully enclosed area for outside play and children also have the use of the school playing field. Access to the premises as well as all areas inside, are suitable for wheelchair users. The facility is open all year round, closing only for public holidays and for one week over Christmas. It is open daily from 07.30 until 18.00 with children attending for a variety of sessions.

The group is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children between the ages of two and eight years may attend at any one time. Children up to the age of 11 years may attend the out of school facility. Currently there are 69 children on roll, 40 of whom, are in the early years range. Children mostly come from the local and surrounding areas. The setting is in receipt of funding for the provision of free early education for children aged three and four-years-old.

The facility employs four members of staff, three of whom, hold appropriate early years qualifications. The setting receives support from the early years specialist teacher and the pre-school development coordinator from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children thoroughly enjoy their time in the setting because the activities meet their needs and interests well and keep them actively engaged. Children are confident and make good progress in their learning and development. Staff ensure health and safety receives high priority and they encourage children to understand how to keep themselves safe and make healthy lifestyle choices. Effective partnerships with the school, other agencies and parents ensure children's social, emotional and educational needs are central when they move between settings. The manager and staff are beginning to evaluate the provision and are in the early stages of devising clear priorities for ongoing development.

What steps need to be taken to improve provision further?

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

- ensure children's next steps in learning are identified, used in planning and shared with parents, so as to maximise their progress
- develop further the use of reflective practice and self-evaluation to identify current strengths and prioritise future developments to ensure continuous improvement.

The leadership and management of the early years provision

The success of the provision is clearly linked to the high level of commitment from the staff and good leadership of those in charge. Senior staff have an excellent rapport with the children and under their positive guidance less experienced workers develop the ability to interact positively with all of the children. Staff are deployed well so that children benefit from opportunities to free-flow between the indoor and outdoor environment for lengthy periods of the day. All children receive good levels of attention to meet their individual care needs and to support their learning. Documentation is reliably maintained, thereby promoting children's safety. For example, an accurate record is maintained of children's attendance and the staff caring for them, so that this is totally reliable if needed in any emergency. Clear recording of any accidents means that parents receive reliable information to ensure any further care needed can be given. Thorough risk assessment is undertaken to identify potential hazards, in and around the setting and staff make daily checks to ensure the environment is safe for use. Staff understand their responsibilities towards protecting children and know how to respond to any concerns in line with the Local Safeguarding Children Board procedures. Robust recruitment procedures ensure all staff employed to work with the children are suitably qualified and vetted. They receive good support, during the induction process and subsequently, to develop their own professional skills because the value of ongoing training is recognised in promoting the outcomes for children.

Staff build good partnerships with parents and establish a two-way flow of information that ensures children's needs are met. Parents receive appropriate information at the start of any placement and through displays, notices and talking with staff on a daily basis they are kept well-informed about the provision and their children's care. Although parents share information about their children's interests and abilities at the time of the placement and have ongoing access to their developmental records, they are not yet fully aware of how staff intend to further their children's learning so that this can be further supported at home. The group is developing a strong partnership with the host school and this aids many children as they move between settings, both in the wrap around care scheme and also as children move into the school. Suitable arrangements are in place to support children with learning difficulties and/or disabilities so that they receive the support they need to fully participate in the activities. The manager and staff are beginning to reflect upon their provision and are completing some formal evaluation based on their own views and those sought from others. They already have ideas for ongoing development but these are yet to be clearly prioritised to bring about further improvements to the setting.

The quality and standards of the early years provision

The setting successfully develops a love of learning in the children, who thrive on the practical nature of the activities. A rich and varied curriculum indoors and outdoors, combined with good teaching, provides constant enjoyment, excitement and adventure. Staff provide an environment where children make fully informed choices about what they wish to do and are supported to follow their own ideas

and interests. For example, in the creative area, children use a wealth of resources to build models, make pictures and through their own experimentation and with sensitive adult support they learn how to connect materials together. Activities such as handling ice on a hot day, help children to learn through first-hand practical experiences. Adults encourage children to think what is happening as the ice melts and challenge them to think how the process could be speeded up or delayed. Children have a widening vocabulary as the meanings of new words are clarified. For example, during 'show and tell' time one child talks about 'an explorer' and the member of staff ensures that all of the children know what this means, so that it also becomes a part of their vocabulary. Children are very confident in the setting and show the ability to work cooperatively with others as well as alone. They sit extremely well for group activities and politely take turns when speaking and listen to others attentively. Group times are successful because they are well-planned and skilfully led by the staff who completely engage the children and keep them actively involved. Children benefit from activities that promote all areas of their development both in and outdoors. This allows children to learn in their preferred environment. Play equipment generally provides suitable challenges for all abilities. For example, more able children delight in mastering a ride-on toy that requires coordination and balance to propel it forwards. Planning ensures children receive a balanced curriculum that is sufficiently flexible to incorporate children's interests and independently initiated play. Resources are provided so that children can select what they wish to use and can combine toys to enhance their games. Staff use their observations of the children to inform the assessments they record and therefore, are developing a reliable record of what children can do. Although systems are in place to identify and record children's next steps for learning these are not yet fully in use and therefore children do not have clear targets to work towards, nor are parents able to share in this progression. This means opportunities to support children as individuals are not maximised.

Children learn to keep themselves safe and healthy. For example, they explain clearly why they need to wear hats and sunscreen before going outdoors in the hot weather and drink from their individual water bottles to keep themselves hydrated. Younger children follow the older children's lead in washing their hands before eating and in helping to tidy away toys after use. Children's behaviour is good and contributes to the happy and harmonious atmosphere in the group. Staff deal calmly and sensitively with any challenging behaviour and use clear explanations and techniques to help children deal with their own emotions. Children's nutritional needs are met through the provision of a selection of meals and snacks. At lunch-time parents may choose to provide a packed lunch or have a cooked meal provided by the school caterers. Which ever option they choose children sit together and eat in a sociable way, making this a valuable experience. Healthy snacks of fresh and dried fruits help to sustain the children during the day. Suitable arrangements ensure younger children rest comfortably when they are tired so that their individual needs are met. Children's understanding of the wider world is supported through planned visitors and spontaneous opportunities, such as, a visit from some older children in the school who are dressed in Viking costumes for their themed day. Activities for children attending the wrap around care facility complement their learning elsewhere and therefore meet their needs well.

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

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| 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? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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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