

# Pre-School Learning Alliance New Woods Childcare

Inspection report for early years provision

---

<b>Unique reference number</b>	EY347210
<b>Inspection date</b>	10/12/2009
<b>Inspector</b>	Edgar Hastings
<b>Setting address</b>	New Woods Children's Centre, Barker Avenue, Sutton-in-Ashfield, Nottinghamshire, NG17 3FQ
<b>Telephone number</b>	07908 158800
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Pre-School Learning Alliance New Woods Childcare operates within the building as part of a Children's Centre that opened in 2007. It operates from three rooms in a purpose built building that is attached to a local infant school. The building is accessible for children and adults who may have disabilities. It situated in a residential area of Sutton-in-Ashfield, near Mansfield, north Nottinghamshire. The setting is on the Early Years Register, and on the voluntary and compulsory parts of the Childcare Register. A maximum of 49 children may attend the nursery at any one time. There are 91 children on roll in the early years age group, who attend various sessions throughout the week. Also, there are 17 children aged from five to 11 who attend the breakfast and/or the after school club.

The nursery is open each weekday from 7.45am until 6.00pm for 51 weeks of the year and closes for one week over the Christmas holiday period. It is closed all Bank holidays. All children have access to securely enclosed outdoor play areas. The setting offers before and after school care from 7.45am to 9.00am and 3.15pm until 6.00pm. Wrap around care is offered to nursery aged children with times and sessions arranged to meet the individual needs of the child and family. Younger children are offered full and part-time day care.

There are seven qualified staff and one who is working towards a qualification. Four are full-time and four are part-time attending various hours. The setting supports children learning English as an additional language, and supports children with special educational needs and/or disabilities. The setting receives support from Nottinghamshire local authority and has close links with the local infant and junior schools, and the Children's Centre.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Pre-School Learning Alliance New Woods Childcare is good. It meets the needs of the early years children well through a stimulating environment and provision of an enjoyable range of activities and resources that support their learning and development well. It is an inclusive setting where all children are valued and good provision is made to support their individual needs. Relationships with parents are strong, and the setting enjoys good partnerships with the school and the Children's Centre. The overall good leadership and management means the setting is well placed to maintain continuous improvement.

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

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

- provide opportunities for children to find out about the uses of everyday technology and to use information and communication technology and

- programmable toys to support their learning
- ensure that assessment information is regularly recorded in order to accurately identify the learning priorities for each child.

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

Since the time of the previous inspection a permanent manager has been put in post and she has developed a strong team of staff who ensure children's learning and development needs are catered for well. The issues from the previous inspection have been addressed and now risk assessments are regularly carried out comprehensively to ascertain safe use of resources and facilities within the building and to ensure the safety of children at all times. There are secure procedures and policies in place that ensure the welfare of children is given good attention. Hygiene practices provide high standards of cleanliness that are regularly monitored and maintained to protect the health of all children in their care. Effective safeguarding procedures restrict entry to the setting making the premises very safe and secure. New staff are carefully vetted before appointment to ensure they are suitable people to work with young children. Children are taught how to play safely and carefully and to be aware of others. Induction processes are in place to ensure the procedures for the care and welfare needs of children are understood and met by all newly appointed staff. Adults are trained in identifying children who may be at risk, and have good links with a range of children and family services based in the Children's Centre. There is commitment to securing improvement and staff are involved in the early stages of evaluating the quality of their provision. Staff undergo annual appraisal interviews and subsequently areas for further development and training are identified. All are trained in food hygiene, first aid and child protection, and one member of staff is currently engaged in studying for the foundation degree.

Good team work is evident as staff work together well in a mutually supportive way through interchanging the areas that they work in with children of different ages. The purpose built setting provides a high quality bright and stimulating learning environment for young children. Good quality resources are used effectively to support their learning and development. The space is well used to cater for the needs of the different age groups with suitable outdoor areas for children to be active. All children are regarded as of equal importance, and the setting provides good support for children for whom English is an additional language. The setting welcomes children with disabilities who come for short periods of respite care, and crèche facilities are provided for children who parents are receiving education and training at the Children's Centre. Cultural diversity is also valued through displays and the celebration of festivals of different faiths such as Hannukah and Diwali, and this area is much improved since the last inspection when it was an issue.

There is a good working partnership with the school's nursery class which is adjacent to the setting through an interconnecting door. They enjoy shared use of the outdoor play area where the children regularly mix and play together. A number of children attend sessions at both the nursery and the setting as part of

the wrap around care facility, and information about their progress and development is regularly shared and ensures children benefit from continuity of learning. Strong links exist also with the Children's Centre, with the children and families team, and with the early years advisor all contribute to children's well-being and development. Parents speak highly of the provision made for their children and the welcoming nature of the setting where each child is known well. One parent said that her child was very reticent when they first started but 'I have seen how well they have developed over the last few months that they have been attending'. 'We are well informed about our children's progress, and the staff are very approachable', was another comment. The parents notice board is very informative, and provides useful information about child development and activities taking place at the setting. On admission parents share useful information about their child's interests, including likes and dislikes, to provide the staff with a useful starting point to assist in their engagement with them and the establishment of positive relationships on which to build their development and early learning.

## **The quality and standards of the early years provision and outcomes for children**

The quality of relationships is strong in the setting and is very evident through the warm and welcoming learning atmosphere created by the skilled staff who know their children well. A good range of well organised activities using good quality resources provide opportunities for children to learn enjoyable through play. At the same time the setting encourages children to develop their independence, to make their own choices and to engage either independently or with others. The setting is well organised and set out to provide opportunities for learning in all six areas in this well furnished and equipped purpose built accommodation.

Staff lead well resourced group activities sessions that enables them to engage children in learning informally through conversation and careful questioning. This adds to the enjoyment children have whilst in the setting and aids their achievement well. The children in the baby room, the toddler room and the three to five years age group have their individual learning and development needs met well and this is enabling all children generally to make good progress even though they come from differing backgrounds. The baby room is a very calm yet stimulating, bright and colourful place with a good number of toys and resources that are attractive to children. Children are effectively engaged by adults who talk, read stories and rhymes and play with them. There have clearly built warm and trusting relationships, and children are very settled, feel secure and enjoy being in the setting.

The toddlers can choose free play or engage with an adult. Staff are very encouraging to children and encourage them to join with the activities. They show good small muscle skills when printing with shapes and liquid paint, and they place the shapes carefully to make a pattern on a calendar they are making for Christmas. Other children engage in jigsaw making with an adult who talks to them about the pictures of animals and how the different parts of the jigsaw fit together. This helps the children and they make good progress in completing the puzzle successfully. The adult praises the children's efforts and this is very encouraging to

them and helps their confidence to build as a consequence. The reinforcement of children's number skills is skilfully built into the activity focusing on numbers up to ten.

The older children are also well provided for through a wide choice of activities, including mark making, role play in the home corner, painting and drawing, reading corner, water play and many opportunities to be active in the outdoor play areas. The making of Christmas cards is popular and children enjoy using their good small muscle skills in cutting, sticking and adding glitter to create attractively decorated cards to send to their parents and friends. Making play dough is an enjoyable activity because all are able to be involved and have a chance to feel the dough and to learn about 'texture' and 'size'.

Regular planning ensures there is provision for all areas of learning, although at present there are no opportunities for children to experience computers and programmable toys. Key persons make observations on children's development, but assessments are not always recorded regularly enough to ensure the right priorities are identified for the next steps in children's learning.

The welfare of children receives high priority with good hygiene practices and procedures to keep children healthy and free from infection especially at meal times. A healthy lifestyle is encouraged through a healthy diet at snack time through the provision of fruit and milk, with regular physical exercise opportunities both indoors and outside. Children are developing into confident learners and showing a good level of independence as a result of the opportunities provided to assist their personal development. They relate well with adults and with the other children evidenced by the way in which all children mix well and play together harmoniously. The setting provided a good level of challenge for children through, for example, problem solving activities, and they are becoming curious learners, this is preparing them well for the future.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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