

Pre-School Learning Alliance Newstead Childcare

Inspection report for early years provision

Unique reference number	EY280515
Inspection date	28/02/2011
Inspector	Tina Garner
Setting address	Newstead Childrens Centre, Newstead Village, NOTTINGHAM, NG15 0BS
Telephone number	01623 722711
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Newstead Childcare is run by the Pre-School Learning Alliance. It opened in 2004 and operates from a purpose built community building in the village of Newstead, to the north of Nottingham. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 49 children may attend the nursery at any one time. There are currently 49 children on roll, all of whom are in the early years age range. The setting supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year, closing only for Christmas week and all main bank holidays. All the children share access to a secure, enclosed outdoor play area. The nursery employs five staff. All the staff hold appropriate early years qualifications. The nursery receives support from the Nottinghamshire Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Newstead Childcare provides a safe and suitably stimulating environment for children. The setting is committed to ensuring every child feels safe and secure which provides a firm basis for children to make steady progress in their learning and development. Children's individual needs are appropriately met as staff are proactive in ensuring they have a sound knowledge of the differing needs of the children in their care. Sound relationships with parents and others appropriately support this. The management team work closely together to ensure the ongoing improvement of the provision and are beginning to establish systems to support this to happen.

What steps need to be taken to improve provision further?

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

- ensure that the good health of the children is promoted and necessary steps are taken to prevent the spread of infection with particular regard to ensuring cleaning routines are effective and children have access to soap and are encouraged to wash their hands before and after eating
- develop the system of assessing and recording children's progress, clearly prioritising relevant next steps for them to work towards in each of the six areas of learning and use the information to plan some practical play activities to help each child reach their full potential
- develop parent contribution to the Learning Journeys to support staff in assessing children's starting points and children's on going development
- develop systems for self-evaluation to further identify strengths and weaknesses and implement plans which bring about further improvement to

the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's welfare is reliably safeguarded because the adults working at the setting have a clear understanding of their responsibilities, in relation to child protection and to keeping children safe. Policies and procedures are mainly effective to ensure the continued safeguarding and welfare of the children. Recruitment and induction processes ensure that staff are suitable to work with children. There are thorough systems in place for the collection of children by appropriate adults and in the unlikely event that a child becomes lost. Risk assessments are in place and along with vigilantly undertaken daily checks these contribute effectively to the safety of children.

Staff generally take appropriate steps to promote children's good health and well-being and procedures are in place to prevent the spread of infection, such as, wiping tables down before and after meal times. However, on the day of inspection, no soap was available in the wash room and children were not reminded to wash their hands before snack time, this may facilitate cross-infection. Although cleaning routines are in place these were not consistently followed.

The staff team work hard and deploy themselves effectively to ensure that children are well supervised and supported throughout each session. They attend regular short courses to keep abreast of good childcare practices. Toys and resources are of good quality, they are well-used to support children's learning and development. Staff observe each child regularly and use these observations to assess each child's progress towards the early learning goals. However, these observations are not yet being used as well as they might be to fully identify children's next key steps and to provide fully appropriate challenges for them to help them make as rapid progress as possible. Although systems for self-evaluation have been implemented these are not yet clearly established to fully ensure continuous improvement across all aspects of the provision.

Behaviour management strategies within the setting are appropriate. These take into account children's level of understanding and maturity and are implemented consistently by the staff team, ensuring that children learn the setting's rules and boundaries and behave well. Staff have established positive relationships with parents, carers and other providers. A good level of information is gathered from parents at the outset to support children to settle in and to enable staff to respond well to their care needs. However, this information does not yet extend to include information relating to what children can do in relation to their learning and development. This means that clear starting points for learning are not swiftly established. Parents have opportunities to share their children's progress records. They are actively encouraged to participate in the settings activities, further promoting the link between home and pre-school. Each child is recognised for their uniqueness and staff encourage all children to learn to value differences and diversity, through activities and sharing information. Appropriate systems are in place to support children with special educational needs and children with English

as an additional language. Suitable relationships have been established with other providers, particularly the local school, to promote consistency and continuity of children's care and learning.

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

Children play together harmoniously as they explore their environment. A balanced programme of activities is provided by staff and children are establishing a sound basis to develop future skills. For example, they begin to use number names in simple action songs, count seeds as they plant, and show growing practical awareness of shapes and sizes as they build towers of bricks and construction toys. Children are showing interest in letters that form their name as they attempt to label their own painting and enjoy both looking at books independently and being read to by staff.

A wide range of resources are freely accessible, promoting children's choice and independence as they self-select. Children are confident and relaxed in the presence of all staff. This is evident as they involve staff in their creative and imaginative play, for example, when involved in art and craft activities or in role-play, pretending to cook dinner and make cups of tea.

Staff observe and assess children during their play and routines. Each child has their development regularly monitored to assess their progress towards the early learning goals. However, observations are not yet being used as well as they might be to fully identify priorities in children's learning and to provide fully appropriate challenges for them to help them make as rapid progress as possible.

Staff implement a range of positive methods to help children understand what is appropriate behaviour. They use clear explanations, are consistent and offer encouragement and praise. Consequently, children know what is expected of them and behave well. They take turns when playing with their toys or using the outdoor equipment and they are beginning to understand how their behaviour affects others by being kind and helpful.

Children of all ages experiment with different materials and media. They develop confidence and a desire to explore as they take part in messy play activities. Older children explore their own ideas as they create their own pictures and designs. For example, as they paint and draw. Staff's purposeful interactions help to encourage children to question and to develop their language for communication. Children stay healthy as they enjoy healthy and nutritious meals and because they benefit from regular opportunities for physical activity. Staff help children to learn how to keep themselves safe by, for instance, reminding them to walk not run indoors when all the activities are set up and they patiently show children how to hold and use equipment correctly.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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