

Preschool Learning Alliance - Wolviston Childcare

Inspection report for early years provision

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Inspection date

27/06/2011

Inspector

Sharon Greener

Setting address

St. Pauls RC Primary School, Wolviston Mill Lane,
BILLINGHAM, Cleveland, TS22 5LU

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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).

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

Preschool learning Alliance, Wolviston Childcare was registered in 2011 and is one of several facilities operated by the Preschool Learning Alliance in the area. The setting operates from two playrooms and associated facilities within self contained premises located in the grounds of Saint Paul's Roman Catholic Primary School, situated in the Billingham area of Cleveland.

The setting serves the local and wider area and operates weekdays from 7.45am to 6pm all year round except for Bank Holidays. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 48 children under eight years, of whom no more than 48 may be in the early years age range. There are currently 24 children on roll in the early years age range and 28 children aged five to eight years. The setting is able to support children with special educational needs and/or disabilities and children who have English as an additional language. The setting employs seven staff, of whom six hold an early years qualification to a minimum of Level 3. Links are made with others delivering the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of children's individual needs and this ensures that all aspects of children's welfare and learning are effectively promoted. Each individual is recognised and valued and staff ensure that the service offered is open and accessible to all. Children are cared for in a safe and secure environment where staff are vigilant regarding safety. All of the required documentation and records are in place and the vast majority is very well maintained. Positive partnerships are established with parents. Systems of working with others are being further developed to help support children's continuity of learning. Procedures to monitor and evaluate the service, care and education provided are good and help to support continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that information recorded regarding the learning priorities identified to support each child's learning are easily accessible and that methods of recording the information preserve confidentiality
- develop further systems of working in partnership with parents and other early years practitioners to support children's continuity learning.

The effectiveness of leadership and management of the early years provision

A comprehensive safeguarding children from harm policy is in place. Staff have a good knowledge of this procedure. Effective use is made of relevant policies such as, those in respect of the administration of medication and the management of a complaint. Staff recruitment and induction procedures are good. Staffs' ongoing suitability is effectively monitored through the observation of their practice and annual appraisals. A supportive management team ensure that staff benefit from pertinent training and regular team meetings. Good arrangements are in place for the collection of children. Staff are vigilant regarding safety and supervise children very closely. Risk assessment procedures are good. They identify risks effectively and allow staff to remove or minimise risks. Appropriate records are maintained. Security is very well maintained. Visitors are screened and fully supervised by staff. The required documentation is in place and overall is very well organised and maintained. This helps to safeguard children's welfare.

The quality of service, care and education provided is effectively monitored and evaluated to support continuous improvement. All staff are involved in the evaluation process. Regular verbal feedback is obtained from parents and children and their ideas and views are recorded. Staff collate the information and use it very well to identify areas for further development. Good use is made of space both indoors and outdoors to provide children with easy access to a good variety of resources and learning experiences. Children have lots of opportunities to make choices and to develop their decision making skills. Their awareness of diversity is very well nurtured. Staff explain differences simply to children and use resources and activities effectively to help children to develop a positive outlook regarding diversity. For instance, children are to perform a sun-dance as part of an international festival to be held in Stockton. Procedures to support children who speak English as an additional language or those with special educational needs and/or a disability are good. Parents are kept very well informed about their child's progress and general events. Various displays throughout the setting provide access to pertinent information, such as, the Early Years Foundation Stage, menus and policies and procedures. Parents have access to their children's records and are encouraged to contribute information towards their children's development, though this is not always consistently forthcoming. Staff ensure that they keep parents well up-to-date regarding any current interests their children may have. This allows them to support their children's learning. Several children attend the primary school located on site which also delivers the Early Years Foundation Stage. Staff have made links with teaching staff and are beginning to establish systems to exchange relevant information to support children's continuity of learning.

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

Children's admission into the setting is managed very well. Parents and children attend introductory visits to meet staff and to become familiar with the

environment. Children settle very well. Staff discuss children's needs with parents and record details. Once children settle, staff complete an initial assessment of them, this enables them to establish a good understanding of each child's starting points. Staff show a good understanding of the Early Years Foundation Stage and use it effectively to inform their practice. Systematic observations of individual children allow staff to monitor, assess and plan how to support each child's learning effectively. They are able to identify very well the next step to take to help each child progress. However, the details of each child's identified next step is recorded in planning book accessible to staff and parents. This does not preserve confidentiality and information is not readily available to staff as they have to locate details related to individual children within the book. Staff plan a good range of activities and learning experiences to promote and reinforce children's learning. Staff make enthusiastic use of the recognition and praise of children's abilities and achievements. For example, a young child's ability to identify various fruits. This helps nurture children's self-esteem.

A good variety of staff led activities compliment children's self chosen play. Children have regular opportunities to develop and reinforce their understanding of simple mathematical concepts through play and every day activities. For instance, when helping to set the lunch table children are encouraged to count plates and identify colours. They are able to learn how to sort, grade and solve simple problems. As shown in a young child's ability to arrange a selection of small cars onto the space on a large transporter truck so that they fit perfectly. Staff nurture children's communication, language and literacy development very well. Children have frequent opportunities to develop their listening skills and are able to follow simple instructions. They enjoy listening to stories and use books independently. Children are confident communicators and talk readily to staff and peers. For example, a young child spoke of how they play with their younger sibling in their garden on a Saturday. Children are beginning to recognise letters and link them to letter sounds. For instance, they identify letters within their name and in other familiar words. They enjoy creating pictures and have frequent opportunities to mark make and develop their early writing skills. Their understanding of how things work, live and grow is fostered very well. Children operate simple electronic equipment, observe and discuss wildlife and are growing carrots and pumpkins. Staff make good use of discussion and questions to enhance children's language and vocabulary. Children are encouraged to talk about what they are doing during play and to recall past events. Each day children are physically active both indoors and outdoors. They have direct access to the outdoor area and a good selection of equipment, resources and sensory experiences to allow them to develop and refine their physical skills. Regular outings are arranged to places of interest for example, to the library and a near by woodland area. This helps raises children's awareness of the local community and the natural world and allows them to socialise with others.

Staff have a very sound awareness of children's individual needs. Warm, close relationships are evident between children and staff. Children are happy and contented and turn to staff readily for comfort and reassurance. Children's behaviour is managed effectively through the consistent use of age appropriate tactics. They respond positively to this and are very well behaved. Children show regard for others as reflected in the way they play co-operatively together, share

resources and take turns. They are helped to develop an understanding of safety. For example, children practice fire drills and staff discuss matters, such as, stranger awareness and road safety with them. Good hygiene standards are maintained. Staff present as positive role models and make effective use of daily routines to encourage children to adopt good hygiene practices. Any medical or dietary needs a child may have are discussed in detail with parents and information recorded. Healthy eating is actively promoted. Meals and snacks provided are varied and nutritious and parents have access to weekly menus. Fresh drinking water and other suitable drinks are available to children. This helps promote and preserve children's health and welfare.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships	3
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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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