

Pre-School Learning Alliance Port Clarence

Inspection report for early years provision

Unique reference number	EY420240
Inspection date	05/07/2011
Inspector	Josephine Northend
Setting address	Port Clarence Resource Centre, Port Clarence Road, Middlesbrough, Cleveland, TS2 1SY
Telephone number	07873824986
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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.

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Description of the setting

Pre-School Learning Alliance Port Clarence was registered in 2011 and the Pre-School Learning Alliance is a registered charity. It operates from a small community resource centre in Port Clarence. The nursery serves the local area and has strong links with the school.

The nursery opens Monday to Friday during school term times. Sessions are from 9.15am until 11.30am. A maximum of 16 children may attend the nursery at any one time. There are currently 10 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery provides funded early education for two-year-olds. The group supports children with special educational needs and/or disabilities.

The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and two at level 3 or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled within the warm, caring and stimulating environment and their individual needs are met well. Children are making good progress in relation to their starting points; however, recording processes for assessment and planning the next steps in their learning are not always completed well. Close partnerships are built with parents, the local school and other agencies to ensure continuity in the children's care. However, systems to share information with parents regarding their child's progress are not fully effective. The manager and staff continually strive to improve the setting by using self-evaluation to identify areas for development and continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop the assessment processes to clearly identify learning priorities and plan the next steps in children's learning, and ensure children's progress and achievements are shared with parents.

The effectiveness of leadership and management of the early years provision

All staff have completed safeguarding training and demonstrate a good knowledge and understanding of child-protection issues. They are very clear about the comprehensive procedures that are in place and how to put them into practice. Robust recruitment, induction and vetting procedures ensure that adults working

with children are suitable to do so. Appropriate risk assessments are undertaken for the premises and for outings, and appropriate steps are taken to ensure a safe and secure environment for children.

Resources, including staffing, are well deployed. The established key worker system ensures staff have good relationships with parents and children are well settled. The learning environment and resources are available for all children and they have easy access to a varied and interesting range of resources. Staff have a positive attitude towards equality and diversity and ensure that all children are included and involved. The setting receives useful written information about individual children's requirements and family backgrounds, which is used as a basis for their individual care. Activity planning takes account of children's individual interests.

The manager has a positive attitude towards driving improvement and has implemented a self-evaluation procedure. Most records and documents required for the safe and efficient management of the provision are available. The manager is clear about actions to put in place to support the continuous improvement of the setting. Staff have a good attitude towards personal development and have access to ongoing training and development courses. Training attended since registration includes first aid, communicating with children, supporting two-year-olds, food safety, and using the Early Years Foundation Stage.

The setting works well in partnership with parents; however, some do not receive sufficient information about their children's development and progress and have little access to their child's development records. Parents receive good quality information about the provision and have access to policy and procedure documents, and staff actively seek their views and comments. The setting has strong links with the local school and other professionals, such as speech therapists; this ensures that information about children's individual learning is effectively shared.

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

Children are achieving and are making good progress towards the early learning goals. They are happy, settled and enjoy their play. They show good interest in the activities and resources available. Staff find out about children's individual capabilities and interests informally from parents and ensure that these are taken into account when planning activities. Staff use a large floor book to record observations of children's play and learning. They know the children well and can describe where they are in their development. However, information from the observations is not always formally evaluated in order for it to be used effectively to plan the next stages in children's learning and to inform future planning.

Children are encouraged to adopt healthy lifestyles and they receive healthy and nutritious snacks during the session. The snack time is a social occasion where children develop good skills as they set their own place at the table, pour their own drinks, help themselves to fruit from a plate using tongs and wait patiently for their

turn. Children are also involved in discussions and activities around healthy living. Preventing the spread of infection is well managed. Staff implement good hygiene procedures and children independently wash their hands, often without being prompted. Children have opportunities to be involved in regular physical activity, both indoors and outdoors. They go for walks in the local community and visit a nearby park. They participate in music and dance sessions, and use a tunnel and other large equipment within the nursery room. They also have access to various resources which help to promote fine physical skills, such as using scissors and completing inset trays.

Children have a positive attitude towards learning. They are busy and occupied and show confidence in making choices and participating. They are very well-behaved and staff's calm and consistent attitude contributes towards this. Staff demonstrate good knowledge and understanding of how to manage behaviour effectively and to promote positive behaviour.

Children have good opportunities through various activities to learn about the cultures and beliefs of others. They also learn to share and take turns. Children enjoy listening to stories read by staff and choose to look at books independently. At story time children listen well and show pleasure as they smile and laugh.

Children participate in different sorting and matching activities, for example, as they sort cars. They show an interest in numbers and participate in singing rhymes. They enjoy making and counting current buns with play dough. Children also enjoy painting, sand and water activities.

Children have good access to information and communication technology equipment and other programmable resources, which they use well. Children are helped to learn about safety through routines and activities, for example, they are involved in fire drills. Children also learn about safety when on outings, such as road safety routines.

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	2
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	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	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