

# Pre-School Learning Alliance Greasley Beau Vale Childcare

Inspection report for early years provision

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<b>Unique reference number</b>	EY435740
<b>Inspection date</b>	10/11/2011
<b>Inspector</b>	Sharon Dickinson

<b>Setting address</b>	Greasley Beau Vale Primary School, Main Street, Newthorpe, NOTTINGHAM, NG16 2ET
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<b>Type of setting</b>	Childcare - Non-Domestic

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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 Greasley Beau Vale Childcare was opened in 2007 and re-registered in 2011 following a move into a purpose built room within Greasley Beauvale Primary School in Nottinghamshire. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is managed directly by the Pre-School Learning Alliance. The setting is self-contained and includes a main playroom, including kitchen and toilet facilities. Children also have the use of additional areas within the school. They have access to a secure playground and additional access to the school grounds.

The childcare facility is open each weekday from 7.30am to 6pm all year around, apart from public holidays. It provides care and funded education. An out-of-school service is available before and after school and during school holidays. Children are taken to and collected from the Greasley Beauvale Primary School site. A maximum of 62 children from two to eight years of age may attend the childcare facility at any one time. Of these, 50 children may be in the early years age range and six may be under two. There are currently 82 children on roll, of whom 47 are in the early years age group.

The setting welcomes children with special educational needs and/or disabilities and those for whom English is an additional language. A total of seven staff, all of whom hold appropriate early years qualifications, work with the children. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority. The setting works with the 'Reflecting on Quality' quality assurance scheme.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming and inclusive environment is provided where children are secure and happy. Staff have a good knowledge of the Early Years Foundation Stage and confidently engage in children's play. They plan a wide range of fun and spontaneous play opportunities in line with children's interests. Close partnerships with parents and links with other agencies and early years settings involved with the children ensure relevant information is shared. The management team lead a culture of reflective practice and effectively identify areas for improvement to ensure that the provision for children is continually improving.

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

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

- develop further planning systems to ensure a balance of child-initiated and adult-led play-based activities

- develop further staff questioning skills to support and extend children's thinking and help them make connections in their learning
- improve opportunities to share information with parents, particularly with reference to their child's progress and how they can extend learning at home.

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

The high quality premises are safe and secure. Staff undertake thorough risk assessments of the premises and outings so that any hazards are identified and effectively minimised. Comprehensive policies are in place to support children's welfare. Staff have a clear understanding of their responsibility to protect children and know how to implement the local safeguarding procedures. Robust recruitment procedures and a firm commitment to ongoing staff development ensure children are cared for by suitably qualified and experienced adults.

Staff provide good levels of supervision and support to children throughout the session. Reliable systems are in place for the maintenance of records which support the care and welfare of children. For example, health care plans are completed for children with complex medical needs and relevant information is effectively shared with the team. This ensures all adults are fully aware of the individual needs of children attending, enabling them to fully support and include them within the life of the setting. Effective use is made of self-evaluation to identify strengths and weaknesses. The views of staff and parents are actively sought to reflect upon practice. Clear and well-targeted plans are in place to promote continuous improvement and deliver improved outcomes for children.

Parents are highly complimentary about the levels of care provided. Useful information is exchanged at the start of a placement to ensure key staff are aware of parents' wishes, children's individual needs and capabilities. Staff build close relationships with parents and keep them fully informed about their child's well-being and what they have been doing. However, fewer opportunities are provided to keep parents informed about their child's overall progress and about how they can extend their child's learning at home. Partnerships in the wider context are good. Staff are proactive in building relationships with other people involved with the children, providing a complete picture of the child and supporting continuity of care. Equality and diversity is effectively promoted. The needs of each child are carefully considered by staff; all children are fully integrated within the provision and any additional needs are very well-supported.

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

Staff have a good understanding about how children learn and promote this through a fun and exciting framework. However, not all adults use effective questioning skills to extend children's thinking and help them make connections in their learning. Overall, a broad range of resources are available, both indoors and

outside, which are set out so that children can make independent choices in what they do. A strong focus is placed upon child-led play. Children are encouraged to self-select preferred play opportunities using a photo book at the beginning of the session. However, this approach does not promote a consistent balance of child initiated and adult-led play opportunities to enable staff to better support and extend children's learning and development. Staff routinely observe and assesses children's learning to monitor their progress towards the early learning goals. They use the information obtained from observations to identify and develop children's next steps in learning. Children demonstrate positive attitudes towards learning and are very keen to participate.

Children's communication skills are firmly developed through general discussion and enjoyable activities such as sharing favourite books and stories. Talking table sessions promote children's language and imagination as they make up stories using everyday props. They then record and recall their story through drawings. Children have regular access to creative activities such as painting and collage. Children's own representations are valued by staff and their art work is attractively displayed promoting a sense of achievement. Children use their senses to explore malleable materials such as soap flakes and cornflour. They particularly enjoy role play and relish pretending to be Percy the Park Keeper as they plant and tend to imaginary seeds. Basic mathematical concepts are introduced through practical and meaningful activities such as number rhymes, matching games and opportunities to sort groups of bricks or farm animals. The children's knowledge and understanding of the world is increasing as they access resources that reflect positive images. Various scripts are accessible around the setting, such as Spanish numerals which are written along the number line. Seasonal and cultural celebrations are also recognised, such as bonfire night, where staff talk to the children about the firework code and personal safety. Children explore forces as they delight in rolling cars and balls down the gutter run. They learn about the importance of caring for the environment and bring in recyclable items from home.

The good health and well-being of children are well promoted. Consistent and effective hygiene routines help prevent the spread of infection. Children develop a positive attitude to healthy eating as they are provided with healthy snacks and drinks. Excellent opportunities are provided for outdoor play and fresh air. Children benefit from free flow activities between the playroom and outdoor play area for the majority of the session. Access to the school hall allows for more active physical activities, such as music and movement sessions. Children are taught about safety issues as part of the daily routine. For example, staff remind them not to spill water on the floor in case they slip. Evacuation procedures are regularly practiced so they are fully aware of what to do in the event of an emergency. Staff promote positive behaviour by using effective and consistent strategies. Children respond positively to their clear and simple explanations and readily accept being distracted and re-directed. Children's confidence and self-esteem are fostered well because adults frequently praise them and are sensitive to their individual personalities. Consequently, children behave 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*

### 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2

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

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### 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

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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