

Pre-School Learning Alliance Greasley Beau Vale Childcare

Greasley Beau Vale Primary School, Main Street, Newthorpe, NOTTINGHAM, NG16 2ET

Inspection date	31/03/2014
Previous inspection date	10/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are safeguarded well. This is because practitioners complete regular training, have a secure understanding of their roles and responsibilities, and follow effective procedures to protect children.
- Practitioners work sensitively with parents, which offers a strong contribution to ensuring that children receive the necessary support for their individual needs.
- Children are happy and settled and secure attachments are effective because practitioners promote children's confidence and independence.
- Good quality teaching enables all children to make good progress in their learning and development. Practitioners have a good understanding of child development and plan relevant activities to support individual children's next steps.

It is not yet outstanding because

- There is scope to further enhance children's already good communication, language and mathematical skills by practitioners asking more open-ended questions and modelling good thinking skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the manager, practitioners and interacted with the children at appropriate times throughout the inspection inside and outdoors.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of documentation, safeguarding, complaints, equal opportunities, medicine and admission of sick children policies and procedures, children's records, planning documentation, attendance records, accident/medicine records, staff records and children's learning journey records.

Inspector

Judith Rayner

Full report

Information about the setting

Pre-School Learning Alliance Greasley Beau Vale Childcare was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Greasley Beau Vale Primary School, and is managed by an independently run charity. The setting serves the local area and is accessible to all children. It operates from a designated room within the school and there is an enclosed area available for outdoor play as well as the school field. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, and one holds a Foundation degree in Early Years. The setting opens Monday to Friday, all year round and is closed for one week during the Christmas holiday period and all public bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The setting also offers a before and after school club incorporated within these hours. There are currently 68 children attending, of whom, 58 are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide more opportunities for children to maximise their language, communication and counting skills during craft and exploratory activities by ensuring practitioners model good thinking skills and ask more open-ended questions.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners have a good understanding of child development, knowledge of the learning and development requirements and implement effective teaching skills in practice. The quality of teaching is good. Practitioners robustly observe children in their play and effectively use information from parents which contributes to practitioners planning relevant and pertinent play for each child. Children's progress is recorded accurately in their own, all about me file and is used as a starting point. These are shared with parents, who are given opportunities to contribute. Practitioners encourage parents to support their child's learning at home. For example, to enhance children's speaking and literacy skills, practitioners suggest learning the letters of the alphabet, singing songs and naming and recognising the letters of the alphabet. Children develop the necessary skills to prepare them in readiness for school. This is because practitioners provide good activities to help children enhance their independence skills. For example, practitioners use phonics to enhance children's language and speaking skills and making mark activities help children with their literacy skills. Furthermore, more structured times are planned into children's activities, such as sitting in groups to help with their concentration and listening skills.

Overall, children's progress is good.

Children enjoy their time outside. They dig in compost using their physical skills well. They explore making marks on the fence using chunky and fine paint brushes with water as they enhance their literacy and physical skills. Children play in various ways appropriate for their age and ability. For example, older children play cooperatively pushing and manoeuvring sit-in tricycles around obstacles while playing imaginatively. Practitioners get down to children's level engaging in conversation to enhance children's literacy and speaking skills. However, during some activities, practitioners miss occasional opportunities to maximise children's already good communication, numeracy and language skills. For example, practitioners use fewer open-ended questions and opportunities to model good thinking skills to encourage children to describe how flowers feel when they are touched. Also during some craft activities practitioners occasionally miss opportunities to maximise children's counting skills. However, children are focused and concentrate well during these activities. For example, children use magnifying glasses to seek out bugs in the garden area. They enthusiastically talk with practitioners who listen carefully to what children are saying and enhance children's curiosity by adding and finding creatures, such as snails. Children excitedly explore and investigate wanting to touch the snail and share how they feel when they do.

A good range of activities enhance children's all-round development. Practitioners support children well during construction and imaginative activities. They sit on the floor with the children asking questions about shape, size and numbers as children work cooperatively building a train track. Practitioners have good teaching skills as they motivate children and encourage more children to have a go. Children show enthusiasm as they build, finding more pieces of track from the box and numerous carriages and engines. Children have fun as they work together and are finally rewarded by their efforts with a completed track. Practitioners praise them on their achievements, which encourages even more children to play with the activity. Children enjoy using their imagination to initiate their own play. They find small blocks and post these through gaps in the kitchen in the role play area. They do this over and over again laughing and giggling with one another. They show confidence and security as they share their fun with practitioners. Younger children enjoy exploring both inside and outdoors. They show confidence as they use their feet to push and roll objects along the floor while enhancing their large physical skills to attempting making marks on paper and turn pages in books while enhancing their smaller muscle skills. Older children who attend after school enjoy building with construction using foam bricks. They work together to build walls and towers as they continue to embed their friendships formed from school.

The contribution of the early years provision to the well-being of children

Practitioners create a welcoming, safe, clean and stimulating environment for children. Toys inside and outside are safe, stimulating and presented attractively to encourage children to explore independently. Good use is made of the main room and outdoor play area where children play. Children's independence skills are supported well because practitioners ensure they are able to make choices by themselves. This is because practitioners place toys on the floor, on low-level shelving or in boxes which helps children

reach the toys by themselves. Practitioners are positive in their role in offering an inclusive environment for all children. Boys and girls play with the same toys and activities are adapted to meet the individual needs of children. The behaviour of children is good. They are familiar with what is expected of them and if any unwanted behaviour occurs, practitioners are confident to deal with it swiftly and calmly and children respond well. Practitioners praise children on their achievements using positive words, such as, 'well done' and 'fabulous' which helps raise children's self-esteem. Consistent strategies implemented by practitioners to manage a range of children's behaviour is robust. As a result, children are happy, settled and understand what is expected of them. For example, children understand the importance of sharing resources so that they are all involved in building a train track together.

Established relationships between children and practitioners are strong. When children first start, practitioners understand and value the importance of gathering in-depth information from parents. Practitioners also plan and provide relevant activities pertinent to the child to help them settle. The key person system works well and is effectively embedded in practice for children who attend throughout the day. This ensures that all children's needs are quickly identified and met. Practitioners understand and value the importance of continually working closely and sensitively with parents while keeping them up to date with their child's progress. Children are also sensitively supported by practitioners when they move to a new area within the room, as well as when moving on to school. For example, young children are provided with opportunities to play alongside their older and more able peers to help them settle ready for their permanent move to the new area. Practitioners share relevant information about the child, such as their current targets for the next steps in their learning, as well as formal written assessments when they move on to school or to their next key person.

Children's health is effectively promoted because practitioners are good role models. They help children learn about keeping healthy through daily tasks and activities because they oversee children's toileting and self-care routines well. For example, in preparation for lunch time, some children help set up the tables for their peers. They wash their hands and wear aprons to stop germs from spreading. Healthy meals meet children's individual dietary requirements successfully. Parents are offered a choice to either provide their own lunches for their children or use the school facilities for meals. Practitioners oversee arrangements to ensure children maintain a healthy diet. Children are actively learning about keeping safe by participating in daily activities or planned events. For example, they know to help tidy away toys so that they do not fall over the toys left on the floor. Furthermore, practitioners are good role models ensuring children consolidate their learning by listening and watching the practitioners during their daily tasks. For example, reminding children not to leave the table with food still in their mouth as they may choke. Children benefit from time outside in the fresh air while exercising, which helps them learn that this keeps them healthy. This is a planned, daily occurrence ensuring all children participate in time outside.

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

Practitioners have a secure understanding of their role and responsibility to safeguard children. This is because they have good knowledge of the types, signs and symptoms of possible abuse and what procedures to take should they have any concerns regarding a child in their care. Practitioners have a clear understanding of their designated roles to ensure children are protected. Furthermore, a clearly written safeguarding policy underpins the successful practice of keeping children safe. Practitioners regularly undertake training to ensure all current practice is effective. Children are closely supervised and all risk assessments for inside, outdoors and for outings are thorough, promoting children's overall safety. Daily risk assessments are completed by practitioners on all areas where children have access, to minimise hazards to them. Daily tick lists are completed by practitioners to track any potential hazards and appropriate action is taken to ensure children are cared for in a safe environment, both inside and outdoors. All records, written policies and procedures successfully underpin the smooth running of the setting. Practitioners adhere to them thoroughly, implement them robustly and maintain them well in practice. For example, administration of medication records are clearly written, informative and shared confidentially with parents in a timely way. Furthermore, practitioners have a good understanding of how to deal with any complaints. All information is robustly recorded and dealt with in a sensitive and secure way. A clearly written policy along with additional information including discussions is shared with parents helping them to address any possible concerns that they may have.

Practitioner's performance is closely monitored to ensure they are delivering an effective service to children and their family. For example, regular supervision identifies practitioner's training needs and monitors their suitability effectively. The manager is a good role model and implements effective methods to monitor other practitioners performance and teaching skills. As a result, children's learning and development is consistently supported. This is because practitioners undertake training and work effectively with appropriate healthcare professionals. Furthermore, practitioners are secure in their knowledge to deal with and support children with additional needs should this be required. For example, some practitioners including the manager have completed appropriate training to administer required medication, liaise effectively with parents keeping them updated regarding their child's condition and record all information for reference. Children are respected as individuals because practitioners actively seek out information from parents and others involved with the child to continually plan relevant activities and support to meet the ongoing and changing needs of children. Practitioners have a positive attitude to inclusion and implement the clearly written policy in practice which helps children and their family feel part of the setting.

Previous recommendations have mostly been successfully addressed and children are benefitting. Good planning systems ensure a balance of child-initiated and adult-led play-based activities are implemented every day. For example, children are able to make their own choices which are supported by practitioners, such as when children choose to remain outside to play before lunch time. The manager values the input from parents, practitioners and children as a way of measuring how well the setting is improving. For example, peer on peer observations encourages the staff team to be motivated, develop their skills and ensure their training needs are identified. Parents are encouraged to complete questionnaires and practitioners talk with the children to gather their ideas. Younger children are encouraged to write or draw what they would like to improve upon

regarding the toys and resources. Overall, children benefit from the methods used to continually make improvements. Partnerships with parents and other professionals are good. Practitioners understand the importance of working closely with parents in order to meet children's ongoing and changing needs. A good range of information is displayed around the room where children play providing additional news and details about childcare issues and events, and how the nursery operates, such as daily routines and planning of play. Parents spoken to are happy with the service that is provided and feel listened to and kept up to date regarding their child's progress. Practitioners also value the support and input from other professionals to meet the overall needs of children. They also have well-established and positive links with the host school, which children benefit from in support of their next stage in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY435740
Local authority	Nottinghamshire
Inspection number	960961
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	68
Name of provider	Pre-School Learning Alliance
Date of previous inspection	10/11/2011
Telephone number	07984618855

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *'Complaints procedure: raising concerns and making complaints about Ofsted'*, which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 assesses 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 0300 123 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

