

# Pre-School Learning Alliance Langar Childcare

Langar Primary School, Barnstone Road, Langar, NOTTINGHAM, NG13 9HH



## Inspection date

2 March 2015

Previous inspection date

2 July 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children make consistently good progress in their learning because teaching is good and practitioners plan engaging activities. As a result, children are acquiring the skills and attitudes to be ready for school.
- Practitioners have created an environment that is well resourced, interesting and accessible for children, which enables them to develop their independence.
- Children are effectively safeguarded because practitioners have a comprehensive understanding of the pre-school's safeguarding policy. Safety is maintained because the premises are secure and practitioners are vigilant regarding access.
- An effective key-person system ensures children's needs are met and parents are fully informed about their children's learning. In addition, effective communication with other early years settings complements children's learning.
- Leadership is strong. Management and practitioners are well motivated to develop the pre-school, in order to improve children's learning and well-being. The pre-school has established an active parents' forum in order to gain parents' views and help drive continuous improvement in the provision.

### It is not yet outstanding because:

- Practitioners occasionally miss opportunities to further extend children's learning because they do not address misunderstandings about children's ideas.
- Children's critical thinking skills are not always fully promoted. This is because practitioners do not build on every opportunity to allow children to explore and challenge their own ideas.

## What the setting needs to do to improve further

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

- improve teaching and children's progress further by ensuring practitioners encourage children to explore and find the correct information to support their knowledge and understanding in their learning
- develop further children's critical thinking skills by allowing children time to explore and challenge their ideas.

### Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at a range of documentation.
- The inspector spoke with practitioners and the managers at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector held joint observations with the managers.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Dawn Larkin

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Practitioners are well qualified and understand that children learn best when they are active and are engaged in purposeful play. They make good use of musical interaction sessions to support children's personal, social and emotional development. Children are very engaged, motivated to take turns and join in with the activity. However, occasionally practitioners miss opportunities to enhance children's critical thinking skills. This is because, for example, children are not involved in experimenting and deciding on the instruments that would best make a particular sound during story time. Practitioners are skilled at linking children's previous learning experiences through songs and the use of effective questioning. This enables children to make links and extend their understanding of previous learning. Children are encouraged to use their imagination in their play. Practitioners support this by joining in and extending ideas through questions. However, when children do not understand or know the answers to questions, they are not always supported to find the correct information. For example, when children are playing with small-world animals, practitioners ask, 'Does the lion live in the farm yard?' Children respond with a yes but this is not challenged to extend children's understanding of where lions live.

### **The contribution of the early years provision to the well-being of children is good**

Children are very happy and secure in the pre-school because practitioners are very skilled at forming caring attachments with all the children. Key persons gather useful information from parents on registration in order to get to know children's interests and individual care needs. This eases the move between home and the pre-school. Children benefit from the practitioners' highly positive involvement during their play and this means that children's emotional well-being is well fostered. The move to school is skilfully managed through an effective partnership with the local school. This supports children emotionally. A variety of healthy and nutritious snacks are provided for the children. This is developing their understanding of a healthy diet and lifestyle. Daily outdoor activities are provided to ensure the children can be physically active and develop their coordination skills.

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

The management team and practitioners show commitment and strive to develop their future practice. They have worked hard to address the recommendations raised at the last inspection. The management team are experienced and well qualified. Consequently, they have a secure knowledge of the learning and development requirements and how to keep children safe. Robust recruitment procedures ensure practitioners are safe and suitable to work with the children. Educational programmes are monitored through planning, moderation of children's development folders and the use of tracking documents. Any gaps in the provision are quickly identified and action taken. Practitioners are provided with a targeted programme of supervisions that supports their teaching practice and professional development.

## Setting details

<b>Unique reference number</b>	EY389655
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	859209
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	2 July 2009
<b>Telephone number</b>	07950 475738

The Pre-School Learning Alliance Langar Childcare was registered in 2009. It operates from a purpose built unit attached to Langar Primary School and is managed by the Pre-School Learning Alliance. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens, from Monday to Friday all year round. Sessions are, from 7.30am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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