

# Pre-School Learning Alliance Port Clarence



Port Clarence Resource Centre, Port Clarence Road, Middlesbrough, Cleveland, TS2 1SY

<b>Inspection date</b>	22 June 2015
Previous inspection date	5 July 2011

<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

- The quality of teaching is good. Staff know the children very well and carefully plan activities matched to their needs and interests. Therefore, children make good progress in all areas of learning.
- Staff form good relationships with parents. They value their contributions and involve them in their children's learning. This further supports children's progress.
- Children are supported to learn how to keep themselves safe and healthy. Staff promote good hygiene routines and encourage the children to take part in daily physical activities.
- Children's emotional well-being is supported well. Staff are good role models, are caring, and provide lots of praise and encouragement. As a result, children are happy, behave well and are confident learners.
- Safeguarding procedures are clear, effective and understood by all staff. They have a very good understanding of how to protect children from harm and are very vigilant about potential risks in the nursery.

### It is not yet outstanding because:

- Staff have not yet used information gathered from their good evaluation systems to identify clear priorities for improvement.
- Staff have not yet fully explored a wider range of strategies to evaluate and build on their good quality teaching, such as peer observations.
- Children have fewer opportunities to explore a wide range of natural resources to develop their curiosity and creativity.

## What the setting needs to do to improve further

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

- use the valuable information gathered from evaluation to more clearly identify priorities for improvement
- review systems for staff supervision to include focus on improving the already good quality of teaching, for example, by using peer observations
- develop children's opportunities to independently explore and investigate, by offering a wider range of natural resources and giving children more choice in how they are used.

### Inspection activities

- The inspector observed staff and children both indoors and outdoors.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector held a discussion with the manager.
- The inspector sampled a number of documents including policies, risk assessments, children's records and evaluation documentation.
- The inspector checked the suitability of staff.

### Inspector

Clare Wilkins

## Inspection findings

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

Staff are well qualified. Consequently, they have a good understanding of how children learn. They use effective systems to regularly assess children's progress and encourage parents to share in their child's learning from the outset. Staff plan activities and experiences based on children's interests and the next steps in their learning. As a result, children make good progress in all areas of learning. Children's developing language skills are supported well as staff model new words. For instance, they name the different birds and flowers they discover in the outdoor area. Staff are skilled in allowing children to lead their own play. Therefore, they are fully engaged, enthusiastic and enjoy their learning. For example, children show interest in the marks made on the pavement by the splashes and the puddles that form as they water flowers in the courtyard. Staff provide the children with more water and equipment to extend the activity and ask questions which encourage children to think for themselves and test out their ideas.

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

The nursery environment is bright, welcoming and organised well. Children have access to a wide range of resources that appeal to their interests and engage them in learning. However, opportunities for children to explore and investigate are not always fully exploited. For example, children have access to a tray of mud in the nursery with limited equipment available to use with it. Children have daily opportunities to play outside, either in the courtyard or by visiting the park or local allotments. They learn about how to keep themselves healthy as staff explain the importance of washing their hands and cleaning their teeth in nursery. Children's independence is promoted well as they help to prepare snacks, pour their own drinks and make their own dough. Staff establish good links with the local school when children come to the end of their time in nursery. As a result, they are emotionally well prepared as they move on to the next stage of their learning.

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

The manager has a good understanding of all legal requirements including safeguarding, which is underpinned by effective policies and procedures. She provides regular supervision for staff and uses this time to check the progress of individual children and identify training to improve staff knowledge effectively. Gaps in learning are therefore identified quickly and children are supported to make faster progress. However, there is scope to give staff more focused feedback about their teaching to continually improve the already good standard. Staff are very reflective and the nursery has a number of systems in place to evaluate all areas of practice. This has led them to change some aspects of the nursery. For example, staff are developing a music garden to support children's language development and creativity. However, they have not yet used all the valuable information gathered during evaluation, to identify the main priorities or to make clear plans for ongoing improvement.

## Setting details

<b>Unique reference number</b>	EY420240
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	852076
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	3
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	5 July 2011
<b>Telephone number</b>	07873824986

Pre-school Learning Alliance Port Clarence was registered in 2011. It operates from a small community resource centre in the Port Clarence area of Stockton on Tees. The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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