

Pre-School Learning Alliance Newstead Childcare



Newstead Childrens Centre, Newstead Village, NOTTINGHAM, NG15 0BS

Inspection date 21 December 2016
Previous inspection date 16 August 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders and managers are not rigorous enough in evaluating and monitoring staff's professional development and teaching practice. This means the quality of teaching is inconsistent.
- Staff do not make good use of information from their observations of children. As a result, the assessment of and planning for children's development is not challenging or precise enough to help them make good progress.
- Staff have not established a highly successful, two-way flow of information with other settings children attend.
- The manager does not yet use self-assessment to identify weaknesses and areas for development in the setting.

It has the following strengths

- Children behave well. Staff are positive role models and actively encourage children to use good manners and to be kind and considerate to others.
- The partnership with parents is well established. Parents speak well of the setting and comment that their children are safe, happy and well cared for.
- Children's understanding of keeping healthy is promoted well by staff.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ monitor staff performance more consistently to identify and address training needs and inconsistencies in teaching practice 	13/01/2017
<ul style="list-style-type: none"> ■ ensure ongoing observation and assessment is accurate and consistently used to inform the planning of challenging activities that sharply focus on children's precise learning needs, so they make the best possible progress. 	13/01/2017

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

- find more ways to gather and share information with other settings where children attend that enable a truly shared approach to improving children's learning
- use self-evaluation more effectively to clearly identify weaknesses in practice and areas for development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector held a meeting with the manager.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection and their written comments.
- The inspector looked at evidence of the suitability of staff working in the setting.
- The inspector looked at children's records and a variety of records, policies and procedures.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff supervision is not used well enough to monitor staff's teaching and to ensure their training needs are met. Safeguarding is effective. Risk assessments are robust. Staff supervise children closely. Sound procedures are in place for the recruitment of staff and their ongoing suitability. The manager has a secure understanding of her role to protect children from harm. Staff are secure in their knowledge and know the signs and symptoms of abuse, and the procedure to follow if they have concerns about children's welfare. Leaders and the manager do not focus carefully enough on using self-evaluation to identify areas for development. Staff liaise with other settings where children attend. However, they do not share enough information in order to fully support children's learning. All records and documentation to support children's welfare are stored securely and shared in a confidential way.

Quality of teaching, learning and assessment requires improvement

Although the staff are well qualified, their teaching is inconsistent. They do not use their observations and assessments well enough to plan precisely for children's individual next steps in their learning. Some activities planned are not always challenging enough for the children taking part. Therefore, they do not support them well enough to learn as much as possible. For example, during a creative activity children have to wait too long to participate in mixing the ingredients. They are not challenged enough in their learning once they are involved. At times, the quality of teaching is good. Staff use construction activities well to build on children's language development. They help children to pronounce words correctly and support them well by repeating new words and sounds they use. Staff share information with parents about children's experiences and have discussions about what they are achieving at home.

Personal development, behaviour and welfare require improvement

Weaknesses in some staff's teaching mean that children do not consistently make good progress. Staff do not always effectively engage children in purposeful, challenging play experiences that best motivate them to learn. However, children are happy and settled. They show confidence and independence when choosing toys. Staff praise children's good behaviour, raising their confidence and self-esteem. Key persons have an awareness of how to meet children's individual care and welfare needs. Children routinely play and explore outdoors, which helps to promote their good health effectively.

Outcomes for children require improvement

Weaknesses in assessment and teaching, and the subsequent planning of activities mean that children are not consistently making good progress from their starting points. Children, including those who are in receipt of funding and those who speak English as an additional language, develop the basic skills they need for future learning. Children are learning to socialise and play in larger groups, take turns and share toys. They develop their counting skills and enjoy making marks on different surfaces.

Setting details

Unique reference number	EY280515
Local authority	Nottinghamshire
Inspection number	1064544
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	49
Number of children on roll	42
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	16 August 2013
Telephone number	07930 488853

Pre-School Learning Alliance Newstead Childcare was registered in 2005. The setting employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and three at level 3. The setting opens from Monday to Friday, all year round and only closes for one week at Christmas. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2016

