

# Pre-School Learning Alliance Langley Mill Childcare



Bailey Brook Drive, Langley Mill, Derbyshire, NG16 4FS

<b>Inspection date</b>	8 August 2017
Previous inspection date	14 April 2015

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager monitors the progress made by different groups of children and uses this information to identify any gaps in learning or provision. Additional funding is used effectively to support children's development and ensure individual needs are met.
- Staff prepare the indoor and outdoor learning environments well. Children have independent access to a range of exciting and interesting resources to develop their imagination, curiosity and concentration.
- Partnerships with parents are good. Staff share relevant information efficiently and provide parents with details of how they can support children's learning at home.
- The staff have good relationships with the local school that children move on to. Teachers are invited to visit the children at the nursery. Information is shared with the teacher when children are due to start at school, helping to ensure continuity of learning and care.

### It is not yet outstanding because:

- Systems to monitor the quality of teaching and evaluate staff practice are not yet fully embedded to ensure that teaching is consistently of very high quality.
- On occasion, staff do not make the most of opportunities to extend the learning of the most able children.

## What the setting needs to do to improve further

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

- consolidate processes for the monitoring and evaluation of staff practice so that teaching is consistently of a high quality
- make the most of what is known about individual children, including the most able, so that specific areas of development can be rapidly enhanced.

### Inspection activities

- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working at the nursery.

### Inspector

Teresa Lester

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident to identify signs of abuse and know how to report concerns about children's welfare or inappropriate practice. Risk assessments are thorough and used well to identify and minimise any potential hazards. Records and documents needed for the efficient running of the setting, including accidents records, are well maintained and audited. Staff, parents and children are consulted and their views are taken into account in planning for the future development of the nursery provision and services. Parents speak very highly of the nursery staff and the care that their children receive.

### Quality of teaching, learning and assessment is good

The well-qualified staff use observation successfully to identify children's interests. They use this information to plan and provide activities and resources that support children's progress and development. Children play imaginatively and become engrossed as they write recipe cards while pretending to make soup in the role-play kitchen. Overall, staff model play well and make suggestions about how children can develop their storyline. They help children to count, identify shapes and discuss quantities in order to support their developing mathematical skills. Staff work closely with outside agencies to provide tailored care and support for children's individual needs. Children who have special educational needs and/or disabilities are well supported in their learning.

### Personal development, behaviour and welfare are good

Settling-in arrangements are thoughtfully planned to support children's emotional well-being. Children settle well and build secure attachments to their key person. Staff promote healthy lifestyles. A variety of well-balanced meals and snacks is provided. Children enjoy playing outdoors in all weather. They understand about managing risks and keeping themselves safe; for example, they learn how to hold umbrellas carefully while they play in the rain. Older children are independent in managing their self-care needs. Children benefit from clear boundaries and respond quickly when staff gently remind them of these. They learn to understand and value people's similarities and differences, be kind to each other, share and take turns.

### Outcomes for children are good

All children, including those in receipt of funding and children who have special educational needs and/or disabilities, are making good progress in all areas of learning. Children are developing skills that prepare them for moving on to school. They are independent, motivated and eager to join in with activities. Babies and toddlers display high levels of concentration as they explore using all their senses. Older children recognise their name on coat pegs and place mats. Children are developing good social skills and have built friendships with their peers.

## Setting details

<b>Unique reference number</b>	EY337018
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1092781
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	14 April 2015
<b>Telephone number</b>	07944 429424

Pre-School Learning Alliance Langley Mill Childcare registered in 2006. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

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