

Pre-School Learning Alliance Tonge Children's Centre



Sure Start Centre, 260 Starkie Road, BOLTON, BL2 2ED

Inspection date	27 March 2018
Previous inspection date	27 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 management and staff are strongly committed to continually improving the service they provide and work well together. They provide a good range of learning experiences and are committed in promoting positive outcomes for children.
- Children develop secure emotional attachments with staff, who are kind and caring. Children are enthusiastic on arrival at the nursery and separate confidently from their parents and carers. This demonstrates that they feel safe and secure in the nursery.
- Staff support children who have special educational needs and/or disabilities. They work closely with parents, external agencies and other professionals to effectively meet children's specific learning and care needs.
- Staff provide a calm and reassuring environment. They support children's understanding of right and wrong by explaining, reasoning and promoting sharing and turn taking.

It is not yet outstanding because:

- On occasion, staff do not make the best use of opportunities to promote children's mathematical skills further.
- At times, staff do not use their good knowledge of children's diverse cultural backgrounds with maximum effect to help extend children's understanding of diversity and the community where they live.

What the setting needs to do to improve further

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

- extend children's mathematical skills, supporting staff to recognise and build on the opportunities that occur in children's everyday play and activities
- enhance opportunities for children to learn about their own and other children's cultural backgrounds to further extend their understanding of diversity and the community where they live.

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 spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held discussions with the nursery manager and the childcare operations manager. She looked at relevant documentation and evidence of the suitability of staff and all those persons associated with the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Carys Millican

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have good knowledge of child protection issues and know the procedures to follow if concerned about a child's welfare. The safeguarding policy is robust and covers all aspects to ensure staff know how to keep children safe from harm or abuse. Staff help to ensure children's safety. They check all areas to help reduce the risk of accidents. The recruitment procedure is robust and involves comprehensive background checks on all staff, including previous employment history. The management team monitors the nursery well, observing staff practice regularly and supporting professional development. Staff track children's progress to identify and effectively support any children failing to achieve in their learning. The manager maintains all documents, policies and procedures, including the recording of accidents and existing injuries. Staff work closely with parents, who speak very highly about the staff and the open-plan layout of the nursery environment.

Quality of teaching, learning and assessment is good

Staff are well qualified and know the children well. They regularly observe and assess children's development, and provide them with activities and experiences to engage and motivate them. Staff support children's creative development well. For example, young children explore and investigate different materials, such as modelling dough, rice and dried food. Staff encourage children to use their imagination, for example, providing open-ended resources into their play. Staff support children's literacy skills. For instance, staff remind older children to write their name on their creations, which they proudly share with visitors. The outdoor play areas provide children with good opportunities to learn to throw, catch, balance and jump, using different equipment and resources.

Personal development, behaviour and welfare are good

Staff provide a stimulating, welcoming, well-organised learning environment with lots of natural light and space enabling children to move around and feel comfortable and at ease. This helps promote their emotional well-being. Resources are easily accessible and plentiful which helps promote their independence, choice and decision making. Children enjoy their time at the nursery. Staff are good role models and help children develop friendships and play harmoniously together. Children learn to share and take turns and show respect to staff and each other. They behave well and receive lots of praise and encouragement. Children enjoy doing things for themselves, such as putting on their coats and wellingtons to play outside and pouring their drinks at snack time.

Outcomes for children are good

All children make good progress in their learning from their initial starting points assessed on entry to the nursery. Children are acquiring the skills needed to prepare them for the next stage in their learning. For example, during group times they learn to listen and respond when appropriate, and follow safety instructions while using tools. For example, hammers, nails and a saw. Their independence and confidence is developing well as they move through the different age groups.

Setting details

Unique reference number	EY355289
Local authority	Bolton
Inspection number	1104604
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 - 4
Total number of places	70
Number of children on roll	55
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	27 October 2014
Telephone number	01204 336745

Pre-school Learning Alliance Tonge Children's Centre registered in 2007. The setting employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, three at level 2 and one at level 1. The manager holds an appropriate early years qualification at level 4. The setting opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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