

# Pre-School Learning Alliance Greasley Beau Vale Childcare



Greasley Beau Vale Primary School, Main Street, Newthorpe, Nottingham, NG16 2ET

## Inspection date

3 July 2018

Previous inspection date

31 March 2014

<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 has a good knowledge and understanding of the requirements. She leads a team of well-qualified staff who understand how young children learn and develop.
- Children's communication skills are promoted well. Staff work alongside other agencies to build on and develop children's speaking skills effectively. For example, they model to children how to extend sentences and introduce them to new vocabulary.
- Teaching is good. Children make good progress in their learning. Staff receive regular training and development opportunities. The manager completes regular supervisory sessions to help staff reflect upon their strengths and identify areas for development.
- Staff are attentive and caring towards children. They interact in a warm and gentle manner. Children settle happily and quickly feel at home in this welcoming pre-school.
- There is particularly good provision at the pre-school for children who prefer to learn outside. Children relish their play outdoors and engage well in their learning there.

### It is not yet outstanding because:

- The manager has not fully explored how the early years pupil premium funding can be best used so that children are supported to make the highest possible progress.
- Children's assessment information is not monitored thoroughly enough, to identify where their learning experiences can be targeted more precisely.

## What the setting needs to do to improve further

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

- make better use of additional funding and assess the impact it has on the outcomes for children so that all children's learning is promoted to the highest possible level
- monitor children's assessment information even more thoroughly to identify and tailor their learning experiences to help them make the best possible progress.

### Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector carried out a joint observation with the manager.
- The inspector sampled children's development information and records.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

### Inspector

Josie Mapes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand the possible signs and symptoms of abuse and are confident to make a referral if they have concerns about the welfare of a child. The manager reflects on the quality of the provision. There is a clear development plan in place to support the continued good progress of the setting. Staff deploy themselves carefully throughout the pre-school to help ensure that children are closely supervised and that the adult-to-child ratios are met. They carry out daily checks to minimise hazards and to maintain a safe environment for children. Staff have strong partnerships with parents and they work together to provide continuity for children's development. Parents comment that staff give them regular verbal and written updates on their child's progress and development. They also say that the setting has exceeded their expectations and that they are pleased with the care offered.

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

Staff plan a wide range of activities based on children's interests. Outdoors, children pretend to prepare for a wedding. They fill containers with water and mix it with sand to make 'cake mixture'. Indoors, children build large constructions out of blocks and bricks. Staff plan a wide range of interesting opportunities to help spark children's curiosity and understanding of the world. Children talk about the changes they observe in plants they have grown from seeds and investigate a range of natural materials, such as mud and sand. Children are happy and enjoy their time in pre-school. They explore freely and staff follow children's lead as they play.

### Personal development, behaviour and welfare are good

Children's emotional well-being is well supported by staff at the pre-school. Behaviour throughout the setting is good and children are calm, happy and settled. Children demonstrate strong bonds with staff and enjoy sharing conversations with them throughout the day about things which are of interest to them. Children enjoy taking home resources, such as a travelling teddy bear. They take him on outings with their families or let him join in with mealtimes at home. Staff report that this helps children to make a smooth transition between home and pre-school. Children make independent choices about what to eat for snack and enjoy peeling and cutting up the fruit they choose.

### Outcomes for children are good

Children are well prepared for school. For instance, they enjoy regular visits to the school where the pre-school is based. Teachers from the school come in to read stories or lead small-group times. Children confidently talk about growth and the natural world. They understand that seeds need soil, water and sunshine to grow. They demonstrate care as they gently plant each seed and use small physical skills to pat down the soil and sprinkle water on top. All children make good progress from their starting points in learning.

## Setting details

<b>Unique reference number</b>	EY435740
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1102359
<b>Type of provision</b>	Sessional 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>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	31 March 2014
<b>Telephone number</b>	07984 618855

Pre-School Learning Alliance Greasley Beau Vale Childcare registered in 2011. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, and two hold a Foundation Degree in Early Years. The setting opens Monday to Friday from 7.30am to 6pm all year and is closed for one week at Christmas.

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