

Inspection of Pre-School Learning Alliance Langley Mill Childcare

Bailey Brook Drive, Langley Mill, Derbyshire NG16 4FS

Inspection date: 9 January 2023

Overall effectiveness	Inadequate
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

The safeguarding knowledge of some staff is not secure enough. Although all staff have had safeguarding training, leaders have not identified that some staff are not clear on the full procedure to follow should they need to make a referral. In addition, some staff do not know how to recognise signs that a child may be at risk from extreme views or female genital mutilation. This potentially compromises children's safety.

That said, children enjoy their time at this welcoming nursery. They happily leave their parents at the door and quickly settle with their chosen activity. Children are kind towards others. For example, when older babies see others are distressed, they pat their heads gently to comfort them. Pre-school children notice others are interested in their play and they offer to share their colourful construction bricks. Children are learning to play cooperatively. They eagerly compare the structures they have built and help each other to put wheels on the small cars.

Children get plenty of opportunities to practise their physical skills. Babies, who are supervised by staff, confidently climb onto the small slide. They smile as they slide back down again. Toddlers play in the sand with diggers. They work together to fill the trucks and make tracks in the sand. Pre-school children excitedly jump over cones, push themselves along on scooters, and pretend to be dinosaurs. They laugh as they chase after each other, safely navigating the outdoor play equipment. This helps children develop their muscle strength and coordination skills. Staff support children to understand rules as they play a game of hide and seek together. Children giggle with delight as they hide from staff, who then try to find them.

What does the early years setting do well and what does it need to do better?

- Leaders and managers have not ensured that all staff have a secure knowledge of safeguarding procedures. Some staff do not know where to take concerns if managers and leaders are not available. In addition, some newer staff do not know enough about the 'Prevent' duty guidance and/or female genital mutilation. This means they are unable to recognise if a child is exposed to risk. This potentially compromises children's safety and welfare.
- Staff support children's growing language and communication skills. Babies smile as they hear staff singing familiar songs and rhymes. They eagerly join in, and even young babies know the actions to songs. This has a positive impact on babies, who spontaneously start humming and singing to themselves during their play. Staff show an interest in children's work. For example, staff encourage toddlers to tell them about their pictures. Children show pride as they confidently tell staff about their artwork and what materials they have used. This

helps to develop children's conversational skills.

- Overall, staff deployment is effective. Staff engage with children during their play in order to build on what they want children to learn next and to develop their interests further. However, on occasion, staff deployment within the toddler and pre-school rooms is not effective. For example, staff are too pre-occupied with daily chores, such as lunchtimes, some nappy changing and toddler sleep times, which takes them away from the children. To this end, children do not receive consistent high-quality interactions.
- Children are supported to be independent. Babies are eager to set up tables ready for snack, and toddlers offer to help sweep up sand. Pre-school children access the toilet themselves, put their coats on to play outside and serve themselves food at lunchtime. This helps children learn to do things for themselves.
- Children's small-muscle development is well supported. This helps them to increase control and practise the skills they need for early writing. For example, babies enjoy tipping and pouring water, toddlers use cutters to make shapes in dough, and pre-school children concentrate as they complete wooden jigsaws. Staff present additional challenge and use sand timers to see how fast children can complete the puzzles. Children show delight as they race staff to complete their jigsaw first.
- Children behave well most of the time. They readily engage with new experiences and are interested in what others are doing. Staff encourage children to use good manners during their play and daily routines. However, some staff do not address incidents of unwanted behaviour promptly. For example, when some children eat while walking around, and refuse to sit, staff can take too long address this. Some staff do not help children understand what is expected of their behaviour.
- Staff provide children with healthy meals and fresh drinking water. Children know the nursery routines and recognise when it is time to wash their hands. This helps children develop good hygiene practices. However, staff do not always promote children's health as well as they could. For example, while managers have identified how they can help parents to make healthy choices for the contents of children's lunch boxes, this has not yet been actioned.

Safeguarding

The arrangements for safeguarding are not effective.

The manager has not ensured all staff have a sound knowledge of safeguarding, such as the procedure to follow should they have concerns. This includes bank and supply members of staff. Some staff are unaware of some safeguarding issues, such as the 'Prevent' duty, and are unable to identify children who may be at risk of being drawn into radicalisation and extremism. In addition, not all staff are aware of female genital mutilation. This compromises children's welfare. Despite this, staff work closely with other agencies involved with children to implement targeted plans. Managers ensure safer recruitment checks are undertaken to confirm the ongoing suitability of staff working with children.

What does the setting need to do to improve?

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

	Due date
ensure all staff, including supply and bank staff, have a clear understanding of the signs of abuse, including the 'Prevent' duty and female genital mutilation, and know the procedure to follow if they have any concerns about a child.	17/02/2023

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

- improve staff deployment to provide children with consistently high-quality interactions without disruption, particularly within the toddler and pre-school rooms
- ensure staff manage behaviour consistently, so children understand what is expected of them and how their behaviour impacts on others
- support parents to understand the importance of healthy eating and providing suitable dietary options for the contents of children's lunch boxes.

Setting details

Unique reference number	EY337018
Local authority	Derbyshire
Inspection number	10270025
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	38
Number of children on roll	62
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	01773 716730
Date of previous inspection	8 August 2017

Information about this early years setting

Pre-School Learning Alliance Langley Mill Childcare is based in Langley Mill, Derbyshire. It registered in 2006. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan Hyatt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a craft activity with the manager.
- Parents and carers shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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