

# Inspection of Pre-School Learning Alliance Newstead Childcare

Newstead Childrens Centre, Newstead Village, NOTTINGHAM NG15 0BS

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Inspection date: 21 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 good**

Children are warmly welcomed by a friendly, nurturing and long-established staff team. Children show a sense of belonging. They find their picture on a peg and hang up their bags and coats. They show that they feel safe and secure, and they behave well. They eagerly explore the activities and experiences planned for them. Staff provide a broad curriculum, using children's interests and next steps in learning.

Children thoroughly enjoy their time in the outdoor learning environment each day. They talk confidently about the sunflowers they have planted and say, 'It will grow to be bigger than me.' In addition, they share their experience of winning the community garden award, showing great pride in their achievement. Children use magnifying glasses to search for insects in the garden. 'This one has got six legs,' children excitedly declare before making comparisons, saying, 'I've only got two legs; that is not as many.'

Children develop their physical strength as they ride on toys and chase bubbles around the garden. Staff model different ways to move, such as jumping and hopping, to help children strengthen their bodies. Toddlers line up the wooden blocks and carefully balance across them. They smile and laugh as staff hold their hands and help them. This helps children to develop their confidence and coordination. Children make good progress in their learning and development.

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

- Staff make good use of familiar songs and books to promote children's communication and language development. Children happily join in with the story and recall the main events. This is helping the children to develop a love of books.
- There is a clear focus on children's speech and language development. Staff work hard at the earliest opportunity to identify children who need extra support. They implement effective strategies that support children to communicate. This helps them to progress well in this area.
- Staff have a shared understanding and set clear expectations for children's behaviour. However, sometimes, they do not teach children the consequences of their actions or help children to understand why certain behaviours are necessary. For example, children are reminded to use 'walking feet', not to climb on furniture and not to put items into their mouths. However, staff do not explain to children why these rules are necessary. As such, children are not routinely supported to learn how to assess situations for themselves.
- Staff act as positive role models in developing children's social skills. They encourage children to work together in groups, and children confidently share,

take turns and cooperate together. However, when staff join children's play, they are often quick to give ideas of what the children could do. Therefore, children do not always have opportunities to think of ideas independently and develop their thinking skills further.

- The small staff team works very well together, and staff feel that their mental well-being is well supported. Many of the team have worked at the nursery for a long time. Staff have access to regular training opportunities and enjoy embedding their learning into their everyday practice. All staff are highly passionate about their roles and enjoy their work.
- Children are encouraged to be independent throughout their time at the setting. When going out in the garden, children get their coats and outdoor clothing and use different techniques to put them on. Children understand from a young age how to manage their own personal hygiene. They can wipe their own noses and wash their hands independently.
- Children with special educational needs and/or disabilities (SEND) are well supported. Leaders ensure good relationships with other professionals involved in the care of children with SEND, making referrals to other agencies when needed. This helps to ensure that children receive the support they need. Consequently, children with SEND achieve well, and their needs are met.
- Parents are happy with the care provided by the manager and her team. They value the support and help from staff, particularly with signposting to other agencies. Staff share ideas about how children's ongoing learning can be supported at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of the possible signs that may indicate a child is at risk of harm. This includes those who may potentially be at risk of radical views. Staff know the procedure to follow should they need to report a concern about a child, and they know how to report concerns about another member of staff. Staff understand how to identify risks or hazards in the setting, and they minimise these effectively. They respond swiftly to any accidents or incidents that may occur. Children are well supervised, both indoors and outdoors and when they move between areas in the nursery.

## **What does the setting need to do to improve?**

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

- help children to understand how to manage their own behaviours and learn to judge risks for themselves
- allow children sufficient time to develop their own thoughts and ideas during play.

## Setting details

<b>Unique reference number</b>	EY280515
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10276250
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	42
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Telephone number</b>	07857963160
<b>Date of previous inspection</b>	7 July 2017

## Information about this early years setting

Pre-School Learning Alliance Newstead Childcare registered in 2005. The nursery is located in Newstead Village, Nottinghamshire. The setting employs five members of childcare staff. Of these, four hold an appropriate early years qualification at level 3. The manager holds a degree-level qualification. The nursery opens from Monday to Friday, all year round, closing for one week at Christmas. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tracy Hopkins

## 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 manager and has taken that into account in their evaluation of the provision.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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. She talked to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to some parents during the inspection and took account of their views.
- 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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