

Inspection of Pre-School Learning Alliance Langley Mill Childcare

Bailey Brook Drive, Langley Mill, Derbyshire NG16 4FS

Inspection date: 19 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are safe and settled in this setting. Staff help children to develop close and trusting bonds with the staff, through positive interactions and a strong key-person system. Children are confident. They smile at visitors and quickly involve them in their play. Staff support children to understand the routines of the day and to know when it is time to tidy up and wash hands. Staff consistently praise children for their efforts and achievements, building on their self-esteem.

The manager is clear about what children need to learn and why. Children have a positive attitude towards learning and are keen to explore the wide range of activities set out for them. Staff provide a stimulating outdoor environment to build on children's core strength and agility. Babies who are starting to toddle are provided with walking aids. They show determination as they tackle the soft-play steps and balance their way over the slide. Babies freely explore the small woodland area. They confidently negotiate their way through the trees and giggle as they follow their friends. Staff help older children to use stilts. Children demonstrate perseverance as they coordinate their arms and legs to successfully move across the outside space.

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

- The setting has made progress since their last inspection. All staff have completed safeguarding training, which has improved their awareness of child protection and recognising the signs of abuse. Additionally, they have a clear understanding of the reporting procedures to follow if they have any concerns about a child's welfare.
- Staff support children's communication and language development from an early age. For example, they use sign language with babies as they speak to them. This encourages the babies to sign back to staff when asking for more or to say thank you. Children in the pre-school room participate in an activity to make play dough. Staff use this opportunity to build on their vocabulary, introducing words such as 'ingredients', 'consistency' and 'kneading'. Staff, however, do not always give children enough time to think and respond to questions asked, to strengthen their understanding even further.
- Children with special educational needs and/or disabilities (SEND) are well supported. The special educational needs coordinator works closely with parents and external professionals to ensure the needs of children with SEND are met. The manager uses funding effectively to source specific training for staff to best support children to make progress.
- Children have opportunities to be independent. Pre-school children help to tidy away toys, wipe tables and make their own choices. Babies learn to feed themselves with a spoon and drink from an open cup. Toddlers use forks and

knives at mealtimes. They are starting to pour their own drinks and clear their plates. That said, particularly in the toddler room, mealtimes can become chaotic with staff and children moving around and tables becoming cluttered, which distracts children.

- Overall, children behave well and learn to share and take turns from an early age. For instance, babies share instruments with their friends and older children patiently wait for their turn during activities. At times, some children show challenging behaviour. Staff are calm and gentle as they talk to children about the consequences of their actions. This helps children to make the right choices. Occasionally, staff do not model expected behaviour for children. For example, staff remind children to sit down while eating their meal, but they do not always model this.
- Parents have lots of positive things to say about the setting. They comment that they feel proud and grateful for the care their children receive. Staff use information shared by parents to plan activities based on children's interests and current stage of development. Parents comment that information is shared electronically and verbally to keep them up to date with their child's progress and next steps.
- The manager supports staff to manage their workload effectively and maintain their well-being through regular supervision. Targets are identified for staff to improve the quality of education for children. For example, staff have recently completed sensory play training to support the delivery of the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection issues. They know what to do if they have a concern about a child's safety and well-being. Additionally, they know what to do if they have a concern about a colleague's conduct. Staff make sure the premises are secure so that children cannot leave unsupervised and any unauthorised visitors to the setting cannot gain entry. Safeguarding processes include the safe use of mobile phones and cameras in the setting, and this is evident in practice. Staff are vigilant about children's safety and skilled at enabling them to learn to assess risk for themselves.

What does the setting need to do to improve?

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

- allow children more time to think through their ideas and their responses to questions they are asked, to maximise their learning
- review the organisation of mealtime routines, to ensure that all children remain engaged and supported
- provide consistent messages to children about behavioural expectations,

focusing on staff being positive role models to children at all times.

Setting details

Unique reference number	EY337018
Local authority	Derbyshire
Inspection number	10275913
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	9 January 2023

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

Kelly Langley

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk together. The inspector spoke with the manager to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

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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