

Alexandra Park Childrens Learning Community

Montgomery House, Demesne Road, Manchester, M16 8PH



Inspection date

4 July 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The atmosphere of the setting is relaxed, friendly and welcoming. Children's opinions are treated with high regard and they are truly valued as individuals. Care routines are highly individualised. Children show remarkable confidence, they are self-assured and have extremely secure attachments with staff.
- Partnerships with parents are strong. There is an effective two-way flow of information shared on a regular basis. Various opportunities are embraced to involve parents in the setting. For example, parents and children help to care for the chickens at weekends.
- Well-qualified staff demonstrate good teaching skills. Staff complete regular and accurate observations and assessments and they understand how to plan for children's next stage in learning, skilfully identifying children's interests. All children make good rates of progress and are developing the skills they need for school.
- Opportunities for children to develop their independence are embedded throughout the setting, in particular during care routines. For example, younger children use steps to access nappy changing stations and older children help to serve meals and snacks.

It is not yet outstanding because:

- Managers have systems in place for the supervision and monitoring of staff practice. However, systems are not yet rigorous enough to help to raise all aspects of staff practice to an outstanding level.

What the setting needs to do to improve further

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

- strengthen the systems for monitoring and evaluating staff practice, in order to help to raise the overall quality to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching in across all age groups and assessed the impact this has on children's learning.
- The inspector observed two sessions and jointly evaluated the teaching with the deputy manager and the settings artist.
- The inspector held discussions throughout the inspection and held a meeting with the senior management team. She held a meeting with a local authority advisor. She viewed a range of documentation, including children's records and checked evidence of the suitability of staff working on the premises.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management is good

Managers closely monitor children's progress. They swiftly identify children that may need extra support and work with staff to focus on these areas. This helps them to provide timely interventions. Safeguarding is effective. A high percentage of staff hold a paediatric first-aid qualification. Staff are deployed well across the setting and supervise children well. Risk assessments are completed and children are involved in the process. This helps children to understand how to keep themselves safe. Staff recognise the potential indicators of abuse and are confident in reporting procedures. Managers have high expectations and develop action plans to help them to drive forward the quality. For example, they have recently worked hard to develop relationships with the local primary schools. This helps them to prepare children for their transition to school. Recruitment and vetting procedures are robust. Staff benefit from a comprehensive induction. Overall, this helps them to become familiar with their roles and responsibilities.

Quality of teaching, learning and assessment is good

Staff encourage younger children in looking at their reflections in safety mirrors. Children are curious as they explore their images and look behind the mirror to try to make sense of what they see. Staff model the names of children's facial features. This helps them to develop self-awareness and also helps them to extend their vocabulary. Staff working with two-year-old children offer them paper, water and paints. Children excitedly take off their shoes and socks and are eager to step in paint and create footprints. They practise their balance and coordination as they watch the effects they make with their feet. Three-year-old children enjoy working together as a team. They create a large circle with a variety of different objects. Staff support them to make predictions about how many they have and may need to complete the task. This helps to extend children's mathematical learning.

Personal development, behaviour and welfare are outstanding

Exceptional thought and consideration has been given to creating the highly stimulating environment. Outside has many exciting areas where children explore under close supervision. For example, children have helped to make a pond and rest in a swinging hammock. Children's behaviour is superb. Staff coach children to manage their feelings and they show an excellent levels of empathy for each other from a young age. Children's physical well-being is expertly supported. Children benefit from a healthy diet and two-year-old children show a deep understanding of the reasons for handwashing.

Outcomes for children are good

Children who speak English as an additional language develop good speaking skills and children also grasp a good understanding of Spanish. Three-year-old children engage in imaginary play. They confidently introduce their ideas and act out roles from their experiences. Children engage well in play for extended periods of time in relation to their age and show good levels of concentration and motivation.

Setting details

Unique reference number	EY500710
Local authority	Manchester
Inspection number	1055017
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 - 11
Total number of places	123
Number of children on roll	144
Name of registered person	MPECC Limited
Registered person unique reference number	RP910104
Date of previous inspection	Not applicable
Telephone number	01612268080

Alexandra Park Childrens Learning Community re-registered in 2016. The setting operates Monday to Friday, 7.30am until 6pm, all year round, with the exception of bank holidays. There are 27 members of childcare staff employed at the setting. Of these, one member of staff is a qualified early years teacher, nine members of staff hold qualified teacher status, six members of staff hold an appropriate qualification at level 6, four at level 3 and four are currently studying for an apprenticeship. The setting is an English/Spanish bilingual community and they follow the Reggio Emilia approach. The setting provides funded early years education for two-, three- and four-year-old children.

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