

Alexandra Under Three's Centre



Alexandra Children's Centre, Blackledge Street, Bolton, BL3 4BJ

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| Inspection date | 8 March 2016 |
| Previous inspection date | 13 March 2012 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- Since the last inspection of the setting, the headteacher has recruited a highly qualified and experienced manager. Together, they have very swiftly and precisely targeted improvements and raised the quality of the provision significantly.
- Leaders have a clear and accurate understanding of where the provision is most successful. They know this because they rigorously monitor the quality of teaching and the difference it makes to children's learning. They are highly driven and continually reflect and develop the very best methods to maintain the highest standards.
- Highly trained and qualified staff use their knowledge impressively to deliver targeted teaching strategies of the highest quality. This makes a particular difference to children's communication and language skills.
- Many children start at the centre with a limited ability to speak English. Many children also have personal and physical abilities that are less than typical for their age. By the time children leave the centre, they have made excellent progress and are ready to continue their learning when they move up to the nursery school.
- Leaders have an exceptional understanding of the importance of children's emotional well-being. When children start at the centre, their feelings are assessed very carefully. Children who need it are given extra support by their named key person. They settle very quickly and become confident explorers. This helps them take every advantage of the highly impressive learning opportunities offered.
- Links between parents, other professionals and the linked nursery school are used impressively. They develop an exceptional, shared approach to planning for children's individual needs and increase the progress they make.

What the setting needs to do to improve further

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

- enhance levels of expertise even further across the wider staff team to help sustain the very best teaching and learning opportunities for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the centre manager.
- The inspector held a meeting with the centre manager and the provider. She looked at relevant documentation, such as the centre's self-evaluation, progress monitoring and evidence of the suitability of staff working in the centre.
- The inspector observed a parent review session. She spoke to a small selection of other parents and took account of their views.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is outstanding

Leaders use their wealth of experience and exceptional knowledge to continually drive improvements which deliver the highest-quality provision for children. Through their exceptionally precise tracking of every child's progress, they swiftly identify where targeted teaching is needed. Leaders precisely check the quality of staff's work. They have very high standards and give clear advice about how to become even better. They ensure that staff have extensive opportunities for training and development. They are considering how to further extend expertise across the wider staff team to help maintain the outstanding provision. The setting works impressively with other professionals, including to keep children safe and help every child get the support they need. The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is outstanding

Teaching is of a very high quality. Staff use what they know about what children can do to ensure activities are highly responsive to individual children's needs. Teaching children to speak English and develop their vocabulary is given utmost priority. Staff use highly developed teaching programmes to guide them when they deliver group sessions to children who are specifically identified as achieving similar levels of development. These sessions are extremely effective in supporting children's rapid progress in developing communication and language. Staff use carefully chosen, high-quality story books that are matched to individual abilities as one way to engage children in good looking and listening. Parents extend this at home through the book-lending scheme. Assessments are highly comprehensive. Staff quickly identify when children are at risk of developmental delay and leaders swiftly ensure a specifically tailored package of support is put in place.

Personal development, behaviour and welfare are outstanding

Excellent steps are taken to work with parents to sensitively introduce children to the centre and to share information that helps staff meet their individual needs. The highly stimulating environment and excellently resourced activities ensure that children are happy to come to the centre and are highly motivated to play and explore. Staff make full use of the excellent garden as a way to develop children's physical skills and to enhance their opportunities for learning. The centre also uses external experts to deliver fun physical activity sessions as one way to develop children's coordination. Staff place great importance on developing children's personal skills in readiness for the next stage of their learning. Children are swiftly trained to use the toilet and taught how to take care of their bodies. The excellent model of care and respect that children see from staff helps them learn how to make positive relationships and play highly cooperatively.

Outcomes for children are outstanding

Children make huge strides forward in their learning because of the quality of teaching and the learning programmes in place. Typically, they make the greatest progress in their personal development and their ability to talk and listen. The excellent opportunities provided for all children to explore and find things out help them become happy, highly motivated and independent learners.

Setting details

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| Unique reference number | EY278148 |
| Local authority | Bolton |
| Inspection number | 856189 |
| 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 | 41 |
| Number of children on roll | 55 |
| Name of provider | Bolton Metropolitan Borough Council |
| Date of previous inspection | 13 March 2012 |
| Telephone number | 01204 332 677 |

Alexandra Under Three's Centre was registered in 2004. When children reach the age of three years, they move to the nearby Alexandra Nursery School to which the provision is connected. The centre employs 11 members of childcare staff, all of whom hold relevant early years qualifications at level 3 or above. The centre opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The centre also provides funded early education for two-year-old children.

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