

# Park Lane Pre - School

Inspection report for early years provision

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**Unique reference number** EY396144  
**Inspection date** 01/02/2010  
**Inspector** Ingrid Szczerban

**Setting address** Park Lane Centre, Park Lane, Bradford, BD5 0LN

**Telephone number** 01274431441  
**Email** mark.fieldding@bradford.gov.uk  
**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Park Lane Pre-School was registered in 2009. It operates from a playroom within Park Lane Centre situated close to the city centre of Bradford, in West Yorkshire. The centre is owned and run by Bradford Trident Limited, a non profit-making company and also a registered charity. There is an enclosed outdoor play area.

The pre-school is registered to care for a maximum number of 18 children at any one time.

This provision is registered by Ofsted on the Early Years Register. There are currently 22 children on roll. The setting supports children with learning difficulties and those with English as an additional language. Opening times are each weekday from 9.15am to 11.45am, term time only.

There are four staff working directly with the children, three of whom hold level 3 or level 4 childcare qualifications. The setting receive support from the local authority and have completed a quality assurance scheme.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Sufficient attention is given to meeting the learning and development needs of children. Children take part in a range of activities and make steady progress in all areas of learning. Inclusive practice is promoted and children are valued and respected as individuals. Partnerships with parents, carers and external agencies are strong. Predominantly robust systems are in place to promote the welfare needs of children. The provider assesses the provision accurately and identifies the main areas for improvement. A satisfactory capacity to continuously drive improvement is demonstrated to ensure that outcomes for children develop positively.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- vary the times and days of fire drill practises
- develop methods to enhance communication with children who use English as an additional language
- review and develop the daily routines to involve the children in taking responsibility and acting as monitors, such as helping to set tables for snack.

## **The effectiveness of leadership and management of the early years provision**

Children are generally safeguarded. All staff are suitably vetted and adequate health and hygiene procedures are adhered to in practice. The premises are warm

and clean; staff wipe children's noses and remind them to wash their hands before eating. The staff have a satisfactory understanding of child protection issues, and the action to take should the need arise. A log is kept of any pre-existing injuries to children which have not occurred in the setting. Comprehensive written risk assessments are implemented for the premises and for specific types of outings to keep children safe. However, fire drills are carried out on the same day each month. This means that children not attending on that day do not practise this routine which compromises their safety. All necessary details of children are kept, and written consents from parents are obtained. The majority of staff have a current first aid certificate and an accurate, up to date register of attendance is completed.

There are satisfactory systems in place to evaluate the service offered. Regular staff meetings are held and ongoing training is encouraged. Each week staff meet briefly to evaluate children's responses to activities, their individual interests, and to plan. Parents are requested to complete questionnaires and they talk to staff. As a result, everyone is involved in the evaluation of the service and areas for improvement are identified. For instance, parents have requested additional sessions, and the manager has taken steps to extend the provision to include afternoon sessions after Easter. The nursery have sought and followed advice from the local authority to improve outcomes for children. Such as, developing a planting area outdoors for children; the manager is currently applying for the funding to accomplish this. Staff have also identified vital training needs; one member of staff is due to attend a course next week for enhancing communication with children who speak English as an additional language.

Partnerships with parents and carers are good. There are effective systems in place to exchange information and extend children's learning at home. For instance, the parents help their child to learn the colour of the month. The child development records are freely available to parents, and they receive verbal feedback after each session. Parents discuss their child's development with staff in detail bi-annually. Links with other settings delivering the Early Years Foundation Stage are in place to compliment children's learning and share information. There are also good systems employed to link with other agencies, such as, a speech and language therapist and the special educational coordinator to meet the individual needs of children and their families.

Inclusive practice is promoted by gathering important information from parents regarding children's individual needs, to help support their overall learning and development. Children with learning difficulties receive individual support from a dedicated member of staff. The environment reflects users of the provision and a range of people in the wider world, through positive images of diversity reflected in toys and displays. This helps all children feel welcome. The personal dietary needs of children are catered for and support is given to children who use English as an additional language. For instance, staff have a lists of relevant Urdu and Punjabi words in different areas of the room, which they use to help settle-in new children. Children are independent they select their own toys and equipment which is stored at their height, and individual children's art work is on display so that they feel valued and develop good self-esteem.

## **The quality and standards of the early years provision and outcomes for children**

The majority of children make steady progress in their learning and development. Though a high-level of individual support is given to new children, they struggle to make progress as they are still too upset. Satisfactory observations and assessments are made by the staff who are key workers for the children. These include what children are interested in, what they are learning and their next steps for progression. Detailed information is obtained from parents before children begin, this helps the staff to be able to progress children's development as soon as they start, it also ensures that they are aware of and able to plan for, individual interests. Plans are used flexibly to follow the direction that child may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas.

Children learn about their personal safety and how to remain safe as they play. For instance, they are reminded not to throw the sand as staff explain that they could hurt their eyes. Healthy and nutritious snacks are given to children, such as fresh fruit and whole milk. Children wash their hands before eating and after using the toilet, the habit is becoming well-formed so some children perform these actions automatically. Good emphasis is put on children receiving fresh air and exercise outdoors and children play out at each session. Children delight in being active outdoors. They use a range of equipment to develop their physical skills; they push prams, climb and balance on stilts and upturned milk crates, and they love to run and ride bikes.

Predominantly children are happy and settled because a regular routine, based around their needs, is provided. Most of the children enter with confidence and are eager to play, they seek out their preferred activities and begin to make friendships with their peers. They feel safe and are at ease in their growing relationships with staff who provide them with lots of smiles, words of encouragement. Good levels of individual attention are given to children. Staff support children's learning by talking to them about what they are doing. Children make choices, such as, where to sit to eat and what to play with. Children do not act as monitors to help with simple tasks, such as, setting the tables for snack which detracts from their levels of confidence and their ability to consider the needs of others.

Children communicate their needs through gestures, facial expressions and some simple words of English. All the children attending use English as an additional language, and staff focus their energy and enthusiasm on activities which promote this area of learning. The children begin to learn songs and rhymes which are repeated several times and they enjoy performing the actions to these. Staff further support this learning by talking to children as they play and praising their efforts. Children learn that words carry meaning. Most of the children can identify their own name card, which they select from a board as they enter. Labelling, in three languages, is used throughout the playroom to promote pre-literacy skills and make families feel welcome.

Children are introduced to numbers in everyday situations. For instance, staff count the age of a child by holding up three fingers, and counting them for the children to see. Children can match and sort colours and shapes. Children begin to find out about each other and the world around them. They celebrate birthdays by singing 'happy birthday' and sharing a cake. They take part in activities associated with festivals from different customs, cultures and faiths, such as, dressing up, music, food tasting, and hand painting.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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