

Sandy Lane Pre-School

Inspection report for early years provision

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Inspector	Rasmik Parmar

Setting address	Bairstow Street, Allerton, Bradford, West Yorkshire, BD15 9JX
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Type of setting	Childcare on non-domestic premises

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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

Sandy Lane Pre-School is managed by a committee and was registered in 1991. It operates from a church hall in Sandy Lane, Bradford, West Yorkshire. A fully enclosed outdoor play area is available for children. The Pre-School is open Monday to Friday from 9am to 11.30am and from 12.30pm to 3pm, term time only.

The Pre-School is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 36 children aged two to under five years on roll. The Pre-School supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are six members of staff, of whom one has a level 2, three have a level 3 and one has a level 4 qualification in early years. The Pre-School receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage are effectively supported by staff who offer a positive and nurturing environment. The setting has good relationships with parents and seeks support and advice from other professionals to ensure that each child's needs are fully understood and can be supported. There are some informal methods of self-evaluation in place, which are instrumental in driving continuous improvements.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to identify strengths and priorities for future development
- develop links with other providers offering the Early Years Foundation Stage to ensure there is consistency and coherence in children's learning.

The effectiveness of leadership and management of the early years provision

There are clear procedures in place for staff to follow regarding safeguarding children, to ensure that their welfare is effectively promoted. Staff have a good understanding of their responsibilities so that maintaining children's welfare remains a high priority. Risk assessments ensure that all areas are safe for children to access and there is an action plan in place for any identified risks. The daily check list for setting up ensures that safety is maintained and monitored, enhancing children's welfare. Procedures for emergency evacuation are practised

regularly and recorded, ensuring that children's safety is effectively promoted.

The Pre-School provides children with a light, airy and welcoming environment. Space is used effectively and the children benefit from an outdoor learning environment. In addition, stimulating play materials are well organised to give children responsibility for making choices and extending their own play. This successfully supports their individual enjoyment and autonomy. The cohesive, competent and caring staff have a strong commitment to equality and diversity. Consequently, children benefit from a provision which gives careful consideration to their individual needs and unique learning styles.

The dedicated and enthusiastic staff have some systems for evaluating the quality of the provision but these are in the early stages. They have some clear targets for improvement, such as developing further the outdoor area to provide more opportunities for children in the outside learning environment. Furthermore, they use monitoring visits from the Pre-School Learning Alliance and the Early Childhood Environment Rating Scale to continuously develop the learning environment.

Partnerships with parents are secure. They are confident and comfortable to share all relevant information about the children with their key workers, who are both welcoming and friendly. This ensures that the children's welfare is prioritised and their good health and well-being carefully planned for. Staff support the transition of those children moving onto other settings. There are close links with the adjacent primary school, as children have visited the school and teachers from the school have visited the Pre-School as part of ensuring a smooth transition for children. However, links are not yet as well developed in instances where children attend other settings, such as childminders, to ensure there is consistency and coherence in children's learning. Staff work closely with specialist outside agencies in order to meet the specific, individual needs of children with special educational needs and/or disabilities.

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

Children's development records reveal that they are making good progress towards the early learning goals, based on their starting points. Staff are knowledgeable about the Early Years Foundation Stage and create a flexible and child-centred learning environment. Consequently, all children take part in a wide range of carefully targeted activities, which offers a richness of learning possibilities. This includes modelling and constructing with different materials, completing puzzles, playing games, dressing-up, role play, and the use of musical instruments which helps develop a knowledge of sounds and rhythms.

Staff are supportive, knowledgeable and skilled at encouraging sustained shared thinking through sensitive questioning and the provision of thoughtful and imaginative play experiences. Children are curious to know more about the world around them. They happily embrace new ideas and make connections in their learning. For example, they have participated in the celebration of different cultural festivals and learn about the differences and similarities that exist.

The continuous provision to include all areas of learning motivates children to become creative thinkers, extend their vocabulary and solve problems. There are plentiful opportunities for children to visually see words in print and develop their language skills through conversation. Children also learn to distinguish sounds and increase their vocabulary as they read books and play games that support their developing knowledge. Similarly, they use the touch screen computer with confidence and have a strong interest in numbers, shapes and patterns. Overall, the children are developing good skills for the future.

Children's health is promoted as they have a variety of fresh fruit at snack time that meets their individual dietary needs. Staff sit with children at snack time, making it a social occasion and asking them questions which help to promote their thinking. Children are encouraged to pour their own drinks, help themselves to a snack and put the plates and cups away in a tray, in order to develop their independence and self-care skills. Children develop a good understanding of why they need to wash their hands before eating or after using the toilet. They have regular access to the outside play area where they can use a range of equipment to promote their physical development. This helps children learn about developing a healthy lifestyle. Staff help children understand how to keep themselves safe by talking to them about safety issues and intervening promptly, when necessary, to reinforce their awareness and explain the potential consequences of their actions. Furthermore, local police have visited the Pre-School and talked to children about the wearing of car seat belts and about general road safety.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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