

Lark Lane Family Pre-School

Inspection report for early years provision

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Inspector Elaine Johnston

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Lark Lane Family Pre-School was registered as a full day care provision in 2002 and operates from a hall within the St. Michaels and Lark Lane Community Centre. It is situated in the south end of Liverpool. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 9am to 4pm during school term time only. All children share access to a secure, enclosed outdoor play area.

There are currently 20 children aged from two to under five years on roll. Of these, 16 children receive funding for early education. Some children who attend the pre-school have English as an additional language.

The pre-school employs two members of staff, both of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from a welcoming and inclusive environment where they are provided with a wide range of age appropriate resources and activities that help them to make steady progress in their learning and development. However, systems for assessing the children's starting points and progress in learning and development are not yet fully meeting the individual learning and development needs of children. Relationships with parents are positive, although, insufficient information is gathered from parents to inform the formative assessment of children. Inclusive practice is prioritised and every child is valued and their differences are respected. Systems are in place to ensure that the children are safeguarded effectively. Policies and procedures are in place and effective and although, the self-evaluation system is in its infancy, the management and staff are committed to continuous improvement and are generally aware of their strengths and areas for development

What steps need to be taken to improve provision further?

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

- gather information when children start about what they already know and can do to inform the initial planning and assessment of individual children to help them make progress towards the early learning goals more effectively
- develop further ways in which children's observations and next steps are incorporated into the planning to ensure that activities are more frequently tailored to the needs and abilities of individual children
- involve further parents in the observation, planning and assessment process in order to plan appropriate play and learning experiences based on the child's needs and interests and identify any concerns about a child's

development.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of the signs and symptoms of possible abuse and are aware of the procedures to follow if they have a concern about a child in their care. There is a clear safeguarding policy in place which the staff share with parents and vigorous vetting procedures are in place to ensure that children are cared for by suitable adults. Indoor and outdoor spaces are organised effectively, creating an effective learning environment. Children are grouped effectively, using a key worker system and staff are appropriately deployed ensuring that children are always supervised. The staff ensure the children are safe and secure both inside and outside the setting. They regularly assess potential risks to children and put practices in place to further protect children's safety. For example, a magnetic lock is fitted to the entrance door which is monitored by closed circuit television (CCTV). There are clear procedures to ensure children are only collected by authorised people.

Staff work closely as a team and are supportive of one another. Staff attend training to regularly update their knowledge and skills and all staff hold an appropriate early years qualification. There is a range of policies and procedures in place to ensure the children's welfare and safety is secured. The complaints procedure includes the contact details of the regulator to ensure that parents are fully informed. Staff are committed to improving their practice and are beginning to use self-evaluation and demonstrate a clear vision for the future of the setting.

The setting actively promotes equality and diversity and staff are fully committed to promoting inclusive practice supported by a range of resources to promote inclusion. Staff are beginning to establish positive links with partner agencies to further support the progress, welfare and development of children and ensure that their individual needs are met. They dedicate time getting to know the children and their families and establishing strong relationships with parents. This is reflected in the comments received from parents, which include how happy they are with the service and care provided for their children and how approachable and welcoming the staff are. Staff take time everyday to exchange information with parents about the welfare of the children and the activities they have enjoyed. Parent consultation evenings have recently been established in response to feedback from parent questionnaires to provide clear information about their child's activities, progress and care and to give them an additional opportunity to look at and discuss their child's individual learning file.

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

Children are happy, settled and play confidently in the setting. They enjoy the close interaction and support they receive from their key workers and readily seek

reassurance from staff. Activities planned for the children provide a balance of adult-led and child initiated activities to encourage children to make choices and become independent learners. Staff identify the children's interests and plan a range of activities, which encourage children to develop their knowledge and skills. Staff carry out monthly observations of the children's progress and development, this ensures that most of the children make a progression towards the early learning goals. However, the frequency of observations is not sufficient to make an effective assessment of the progress of individual children, therefore, learning priorities and learning styles of children may not be identified. Initial information gathered from parents about what their children already know and can do is not adequate enough to ensure that the starting points of children, in relation to learning and development, are identified. This means that the learning and development needs of individual children are not being met effectively.

Children are surrounded by bright and colourful displays of art and craft work and positive images which helps to provide a welcoming and stimulating environment for the children and develop a sense of belonging. They enthusiastically participate in familiar action songs and rhymes and concentrate well when they are listening to stories. Children are encouraged to recognise, colour, shape and numbers as they eat their snack and enjoy the encouragement of staff when they experiment in the sand and water. Children enjoy using their imagination in role play and enjoy the popular role play area which has been converted into a vet's surgery. They enthusiastically paint pictures and create models. They are provided with numerous resources to develop their mark making skills. Children have plenty of opportunity for physical exercise and have access to a safe and secure outdoor play area. The playroom has displays which develop understanding and knowledge of the world.

Children's behaviour is managed appropriately and effectively, consequently, children are responsive to requests from staff and other children, share and take turns and mainly play co-operatively with each other. Staff present themselves as positive role models and are consistent in their approach to implementing the pre-school's behaviour management policy. Children are provided with nutritionally balanced meals and snacks, with food freshly cooked on the premises each day. Through discussions, the children are helped to understand why some foods are healthy and some are not. The children have developed good hygiene routines encouraged by the staff, for example, the children respond to the routine of hand washing after sand and water play and before meals and snacks.

Children's early language and literacy skills are supported well. The children show an interest in books in the large, well-stocked book area. Children with English as a second language are beginning to use English words and are able to blend their own home languages with English and dialects which broadens their understanding of, and respect for, the diverse world in which they live. Families have provided words in their home language which the staff have displayed around the pre-school to help children to identify resources and activities.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3

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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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