

# Lakey Lane Pre School Groups

Lakey Lane Junior & Infant School, Lakey Lane, HALL GREEN, West Midlands, B28 8RY

## Inspection date

21/06/2013

Previous inspection date

20/01/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy, and enjoy attending this welcoming group. They settle well, and follow a familiar routine. This helps children to form secure attachments with practitioners, and develop a sense of belonging.
- Children make sound progress in their learning and development. They are supported by caring, experienced practitioners who plan activities based on children's interests, and play preferences.
- Children are supported to move onto nursery and school as they are introduced sensitively to the transition, and develop the necessary skills to help them embrace new experiences with self-confidence.

### It is not yet good because

- Ways of monitoring the educational programme are not well-established. As a result, gaps in children's achievement are not always identified to ensure they receive timely intervention to support their progress and development.
- The arrangements to support children who speak English as an additional language are not fully extended, to fully support them in using their home language in the group.
- The learning environment outdoors is not fully planned to maximise learning opportunities in all aspects of learning.
- Self-evaluation is in the early stages, which means that priorities for development have yet to be fully identified to support long term improvement.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the playroom, and the outside learning environment, and children having their snack.
- The inspector held a meeting with the committee chair and manager, and talked to practitioners and children during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners' suitability, a range of policies and risk assessments.
- The inspector took account of the views of parents, and carers spoken to on the day.

## Inspector

Jacqueline Nation

## **Full Report**

### **Information about the setting**

Lakey Lane Pre School Groups was registered in 2001 on the Early Years Register. It operates from a portacabin on the site of Lakey Lane School in Hall Green, Birmingham, and is managed by a committee. The group serves children in the local area and is accessible to all children. There is an enclosed area available for outdoor play. The group employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 2, 3 and 5. The group is open each weekday morning from 9am until 11.30am, and Monday Tuesday, Wednesday and Friday afternoons from 12.30pm until 3pm, during school term times. Children attend for a variety of sessions. There are currently 29 children on roll in the early years age range. The group provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language, and children with special educational needs and/or disabilities. The group receive support from the local authority, and have good links with the host school.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop the system for monitoring, and reviewing the educational programme to provide a clear overview of the progress of children in the group, ensuring that any gaps in areas of learning are identified.

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

- enhance the current practice in relation to supporting children who speak English as an additional language by: celebrating the home languages of those children whose home language is different, and increase opportunities for them to view and use that language in the group
- improve the organisation of the outdoor area to enrich opportunities for children to enhance their language, literacy and number skills
- develop the evaluation systems to clearly show the improvements for the future, to support long-term achievements, and outcomes for children.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are happy and settle well into the routines of the group. They enjoy attending, and receive a warm welcome from practitioners on arrival. Practitioners have a suitable knowledge and understanding across all areas of learning. They plan a balance of adult-led and child-initiated activities which children enjoy. Practitioners use their observations to plan children's individual next steps in their learning based on their interests, and ideas. Children enjoy a balance of free play and planned activities, both indoors and outside, which enables them to make steady progress towards the early learning goals. Educational programmes cover all areas of learning and provide interesting activities. However, the procedures for monitoring the educational programmes are not fully embedded to ensure any gaps in areas of learning are identified. Children are supported by practitioners who know them well, and promote learning through play. Practitioners support children in developing characteristics of effective learners. They interact well with the children, and ask them questions to promote their language and thinking skills. For example, as children play practitioners use mathematical language and introduce simple calculation to help promote children's understanding of space, shape, numbers and counting. Practitioners help children link sounds and letters, and write their name on their art work. This helps support their emerging literacy skills and helps prepare them for their next stage of learning, such as moving on to school.

Children's personal, social and emotional development is appropriately fostered. Most children are confident to share their views, and practitioners engage children in conversations to help build their confidence. All children are encouraged to share, take turns and consider others in their play, for example, while playing a game they are asked to 'share the marbles' and 'let everyone take a turn'. Children have opportunities to develop their independence and make choices about their play, and become independent in their personal care. Children develop a love of books and singing. They spend time in the book corner, sitting with their friends looking at books, and practise their early writing skills using pencils and papers. Children use their imagination, and make up their own games. They concentrate on activities they enjoy, such as playing with cars, emergency vehicles and play figures on the play mat. Children like to take on different roles, such as pretending to be a hairdresser, or shopkeeper in the role play areas. All children enjoy the opportunities to play in sand and water, they love water play, filling and emptying containers, and finding out how to make the water wheel go round. Practitioners generally build on children's learning and extend activities to include art and craft activities. For example following a discussion about farms and different types of vegetables, children built a barn from cardboard boxes, and mixed paints together to create their own paintings of animals. Children enjoy drawing, and talk about their pictures, such as 'that's my Mummy' and 'that's my Dad'.

Children have good opportunities to play outside which they thoroughly enjoy. They benefit from fresh air and exercise, and develop their confidence and skills in climbing, balancing and crawling. They take an interest in their environment; they are interested in searching for 'mini beasts', and alert everyone to the presence of spiders in the digging

area. Children further develop their understanding of the world and grow herbs and vegetables. They take part in activities to support their knowledge of different celebrations, and festivals during the year which supports their awareness of diversity. Visits from the local dentist helps introduce children to importance of caring for their teeth, and oral hygiene. Children confidently sit in the 'dentist's chair' while undergoing an examination, wearing sunglasses to protect their eyes from the bright light.

The organisation of the learning environment and resources mostly support children's learning and development. However, the outdoor play space is not well planned for to extend all aspects of learning. For example, resources are not used effectively outdoors to support children's language, literacy and number skills. Practitioners generally support children who speak English as an additional language appropriately. However, they do not exploit all opportunities to help children learn to value each other's cultures. For example, by sharing stories, songs and number and counting rhymes in their home language so that all children can fully appreciate, and value linguistic diversity and promote their communication skills. Practitioners work well with children who have special educational needs and/or disabilities. They provide additional support following advice received from other professionals to ensure all children are fully included.

Practitioners work in partnership with parents to benefit children. They gather information about children's starting points in their learning, and record information about children's individual needs. This helps the key person to be knowledgeable about children's interests, and play preferences. Parents are encouraged to contribute to their child's learning journey records, and share their observations from home. Parent days are organised to give them an opportunity to talk to their child's key person about the progress their children are making.

### **The contribution of the early years provision to the well-being of children**

Practitioners are kind, reassuring and effectively support children to settle and feel secure. They are focussed on ensuring that children's personal, social and emotional development is fostered appropriately. They make sure children's individual needs are met throughout the session. Children are developing skills to enable them to become independent in their personal care, such as using the bathroom, washing their hands and getting ready for outdoor play. A daily routine provides all children with reassurance about what will happen next. On arrival, activities are set out ready for children to play. Children benefit from routines, such as snack time where they can sit together with their friends, and enjoy healthy snacks, such as blueberries, crackers and cheese. Children are encouraged to take on some responsibility as they help to tidy away toys. The key person system works well, and children form secure emotional bonds. Practitioners offer reassurance, and kind words, and help children to understand the rules for being together. Parents are also provided with the opportunity to build positive relationships with their child's key person, and exchange information to ensure their children's needs are met.

Practitioners take positive steps to eliminate potential risks to children, and keep the premises safe and secure by conducting daily risk assessments in all areas. Practitioners

help children to understand how to keep themselves safe. They involve children in the emergency evacuation procedures, and talk about how to sit safely on the chairs in the playroom. Equality of opportunity is promoted generally well, and practitioners are aware of children's individual needs. Partnerships with local agencies ensure children are provided with any additional support they need to help them make progress in their learning and development.

Children's health and well-being is fostered appropriately. Their specific health, dietary needs and allergies are well documented and understood by the practitioner team. A healthy lifestyle is encouraged, and children keep active with daily opportunities to play outdoors. Practitioners recognise the importance of smooth transition arrangements to support the children's next phase in their learning. They have good relationships with the host school, and this enables smooth transitions to school. For example, children benefit from the provision available in the school; they use the hall each week for physical activities. This also helps children to build confidence by being in a larger environment, and helps their transition as they move on to school.

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

Safeguarding procedures are secure, and practitioners are aware of the procedures to follow should they have any concerns about a child in their care. The safeguarding policy has recently been updated to meet the welfare requirements. This policy is shared with parents, and ensures they are well informed about the provision, and assured about their children's welfare. Appropriate checks are in place for all practitioners to ensure their suitability to work with children. The newly formed committee have embraced their responsibilities in meeting the Early Years Foundation Stage requirements. They have an appropriate understanding of their role with regards to the management, and accountability arrangements for the group. Suitable systems are in place for the induction of new practitioners. Supervision meetings and appraisals systems are in the early stages, and are beginning to help identify any future professional development needs. Children are supervised at all times, and practitioner deployment is effective. Good attention is given to the safe collection of children at the end of the session to ensure children only leave with authorised adults. Risk assessments are reviewed, and fire evacuation procedures are clear. All the required documents are in place to meet the welfare requirements of the Early Years Foundation Stage, and they are stored securely to ensure confidentiality.

Practitioners create an environment that is welcoming and secure, where children are helped to learn through play, and develop confidence. Parents are warmly welcomed into the group and encouraged to be involved in their child's learning at home. They are provided with a range of useful information. This includes a booklet about the curriculum, the seven areas of learning, and how they can support their child's learning at home. Parents have the opportunity to talk to staff at arrival and collection times. Parents spoken to say they are happy with the group, their children enjoy attending, and they are pleased with the progress their children are making. Practitioners have a clear understanding of the importance of working in partnership with other providers, to ensure smooth

transitions in the children's next phase in their learning. They have good links with the host school, and work collaboratively with external agencies, and professionals to ensure appropriate intervention for children who may need additional support.

The committee and manager are focused on quality improvement to help the group move forward to benefit children. They work closely with the local authority early years team to achieve this. Self-evaluation is in the early stages. The committee and practitioner team are beginning to identify the priorities for improvement to further support their long-term achievements, and drive improvement forward to benefit children. The educational programme, range of activities and experiences planned help children make sound progress in their learning. The manager monitors the progress children make, and uses the information gained from observations to inform planning. However, the procedures to monitor the educational programme are not fully developed, to enhance children's learning and development and ensure they make the best possible progress given their starting points and capabilities.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY152721
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	922490
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Lakey Lane Pre-School Groups Committee
<b>Date of previous inspection</b>	20/01/2009
<b>Telephone number</b>	0121 4643677

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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