

Park Lane Pre-School

Park Lane Centre, Park Lane, Bradford, BD5 0LN

Inspection date	21/01/2014
Previous inspection date	01/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Teaching is consistently good and sometimes outstanding. This is because staff know each child's stage of development and understand the best ways to teach and enthuse young children. This means children make rapid progress.
- Staff develop children's communication skills in English very well because they know how to help children develop their confidence and skills in communication. This means all children, including those whose families speak little English at home, make rapid progress.
- Staff understand how to relate to children well. They provide a nurturing, caring and supportive environment and encourage parents to stay with their children until they are happy and confident. Consequently, children settle quickly and feel safe and secure.
- The manager has a good understanding of the safeguarding and welfare requirements and how to protect and support children within her care. This helps keep children safe.
- There is a friendly, welcoming environment where children can easily access the well-organised resources. This increases children's sense of well-being and self-esteem.

It is not yet outstanding because

- The pre-school provides some information in ways that are not easily accessible to all parents and carers. For example, the newsletter is only produced in English.
- There is scope to encourage children to spend more time looking at books by, for example, rearranging the book corner to be more enticing and attractive.

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.
- The inspector conducted a joint observation with the manager.
- The inspector talked to the manager, staff and children throughout the inspection.
- The inspector looked at children's records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the group's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day

Inspector

Caroline Midgley

Full report

Information about the setting

Park Lane Pre-School was registered in 2009 and is on the Early Years Register. It operates from a playroom within Park Lane Centre situated in Bradford, West Yorkshire. The centre is owned and run by Bradford Trident Limited. This is a social enterprise company, run by and for the community of BD5. It provides services that benefit the local community and is a registered charity. The pre-school is accessible to all children and there is an enclosed area available for outdoor play.

The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one holds level 5 and one has level 6. The pre-school opens Monday to Friday during term time. The three-hour sessions begin at 8.25am for two- to three-year-olds and from 11.55am for three- to five-year-olds. Children attend for either five morning or five afternoon sessions per week. There are currently 31 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- reflect on ways to further enhance the already good partnerships with parents by reviewing the strategies used to share information with those parents whose first language is not English

- review the organisation of the book corner so that it is more attractive and enticing, and encourages children to spend more time looking at books.

Inspection judgements

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

Teaching is consistently good and sometimes outstanding. This is because staff know each child's stage of development well and understand the best ways to teach and enthuse young children. This means children make rapid progress. Most of the children's families speak two and sometimes three languages. A total of ten different languages are spoken by parents, carers or staff who attend the pre-school. Although some children have no English when they start attending the pre-school, the high focus placed on developing communication skills means children learn to communicate in English quickly. Staff use different strategies, such as visual timetables and communication cards, to help children who are learning to understand and speak English, and very effective teaching methods

ensure all children within the pre-school make particularly good progress in their communication and language skills. For example, a member of staff playing alongside children using the water tray supports their language development well by encouraging them to talk about what they are doing, introducing new words and giving children time to respond and offer their own ideas. She models dropping water from a pipette and encourages children to experiment and explain what happens. Children also enjoy playing a rhyming game on the computer to help develop their language skills and learn to count as they sing nursery songs.

The pre-school is carefully organised to provide children with a rich environment that supports their development well across all areas of learning. This means teachers have the resources to hand that captures children's interest. For example, children explore a range of vegetables in the mud kitchen. A member of staff plays alongside the children. She encourages them to find out what is inside the onion and supports them when they decide to add sand to the compost. In this way, children learn about the world around them using all of their senses.

Staff watch children closely and regularly record observations in the children's files. Staff use these observations to assess children's stage of development and plan further learning opportunities that fully support them across all areas, and particularly in the prime areas of learning. This helps children make good progress and so gain the skills they need for the next stage in their learning, and eventually school. Parents and carers also take photographs and complete observations of children's learning at home to add to this progress review. All aspects of each child's development is then summarised in a termly report by the child's key person. For those children under the age of three, this report takes the form of the two-year-old progress check. This helps staff ensure children are making expected progress and also helps keep parents and carers fully informed about their children's learning. As a result, parents and carers can quickly seek help and guidance from other professionals for their children, should developmental delays be identified that may mean children need additional support. Parents and carers are supported well in becoming actively involved in their child's learning; for example, they can borrow books to read to their child at home. The nursery also has good links with local primary schools to help prepare and ease the older children's move on to school.

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

All staff understand how to relate to children well. They provide a nurturing, caring and supportive environment which meets each child's needs and stage of development. Staff encourage parents and carers to stay with their children until they are happy and confident. Staff are very positive role models and encourage children to share and to look after the resources and equipment. They help them take turns as they play alongside others. This means children develop good social skills. Each child has a key person who develops a special relationship with them and oversees their progress. Children develop a strong, secure attachment with their key person. This means children feel safe and secure and settle quickly. The key person also develops supportive relationships with their key child's family. Each child's key person gives parents and carers daily feedback. She explains what children have enjoyed doing and talks about, for example, children's

confidence and progress.

The provision is welcoming and children can easily access the resources. As a result, children are able to independently choose the toys and equipment they prefer to play with. This gives children opportunities to become independent and confident. However, children do not always make full use of the book corner and there is potential to make this area more attractive to encourage children to spend more time looking at books. The nursery caters well for children with special dietary needs. This means nutritional and individual requirements are met effectively. The small outdoor area provides children with fresh air and exercise. It is also planned carefully to make sure it encourages children to make good progress in all areas of learning. This is important because some children may learn more effectively outdoors than they do indoors.

Staff encourage children to be independent, for example, by putting on their own coat and shoes. They also encourage children to begin to take responsibility for their own safety. For example, they teach all children what to do if the fire alarm rings. In these ways, children begin to learn to keep themselves safe. Partnerships with parents and carers are good, which means children settle in quickly. The pre-school has good links with other settings. This means children's learning is not disrupted when they move on to the next stage in their learning.

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

The manager has a very good understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She is well organised, ensures appropriate checks on adults are carried out before they work with children, and ensures the welfare of children is monitored closely. Staff are knowledgeable and aware of their safeguarding responsibilities. They check the environment and activities on a daily basis to ensure they are safe and do not pose a danger to children or others. The group has a named member of staff responsible for behaviour, and effective behaviour policies and procedures further support this work. This means children feel secure, are confident and learn how to behave in groups.

The manager also understands her responsibility to meet the requirements of the Early Years Foundation Stage learning and development requirements. There are clear policies and practices that are accessible to staff, parents and carers. All staff are knowledgeable and have appropriate qualifications. This means teaching is very effective. The manager monitors staff performance and supports them well. In addition, staff regularly observe each other's practice so they can discuss ways of improving children's learning and development. A recent focus on self-evaluation and reflective practice has improved the effectiveness of how identified changes or improvements are implemented, and this has helped to raise the overall quality of the pre-school. For example, action planning is more precisely targeted so that those in charge can better implement recommendations made by local authority advisers or as a result of taking part in various improvement schemes, such as inclusion and environment rating audits.

The assessment and planning systems are simple and effective. This enables staff to monitor children's progress closely and plan focused activities to support each child's development. This ensures activities are tailored to children's individual needs, and if required, children are provided with additional support quickly. The manager produces a newsletter for parents and carers and provides information in the entrance. She also holds workshops for parents and carers. For example, she recently held a workshop on the importance of mark making to children's early writing skills, which was well attended. A parents' group recently produced an information leaflet for other parents and carers. The manager plans to provide more information for parents and carers on the website. However, all the information is currently only in English. This hinders some families' access to the wealth of information available. The manager recognises the importance of developing links with other agencies, such as health professionals, to support children's health and development needs. The group have good links with the children's centre, primary school and other local settings. This supports the sharing of relevant information about children's individual needs and those of their families, and provides continuity in children's development as they move on to their next stage of learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY396144
Local authority	Bradford
Inspection number	879266
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	31
Name of provider	Bradford Trident
Date of previous inspection	01/02/2010
Telephone number	01274768075

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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