

Sandy Lane Pre-School

Bairstow Street, Allerton, Bradford, West Yorkshire, BD15 9JX

Inspection date	18/03/2014
Previous inspection date	12/07/2010

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		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff are patient, kind and caring. Consequently, children are happy and confident, showing appropriate levels of self-esteem.
- Staff keep children safe as they regularly assess risks and have in place effective safeguarding procedures. This means children are well cared for and the premises are kept safe and secure.
- Partnerships with parents are well established to support children and ensure information is shared to promote children's learning and development.

It is not yet good because

- There is scope to improve the evaluation of the pre-school to set clear targets for the continuous development of the setting.
- Effective performance management systems are not yet fully embedded into practice to focus strongly enough on the quality of teaching.
- Effective monitoring of the educational programmes is less effective and results in opportunities to extend children's learning being missed.

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 indoor and outside learning environment.
- The inspector conducted a joint observation with the manager of the provision.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at children's assessment records and planning records.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and policies and procedures.
- The inspector took into account the views of parents and carers spoken to on the day and from information included in the settings own parent survey.

Inspector

Natalie Dosdale

Full report

Information about the setting

Sandy Lane Pre-School was registered in 1991 and is on the Early Years Register. It operates from a church hall in the village of Sandy Lane, Bradford. The pre-school is accessible via a steep flight of stairs, although there is access through the main body of the church if required. It is open Monday to Thursday from 9am to 3pm and Friday 9am to 12 noon, during term time only. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. There are currently 36 children attending who are all within the early years age range. The Pre-School supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the planning for the educational programmes to provide challenging and enjoyable experiences across all areas of learning and development in order to maximise children's learning at all times
- develop and embed staff supervision to moderate and improve practice to ensure the quality of teaching is consistently good and meets the needs of all children at all times.

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

- develop the evaluation process so that there is a clear focus on identifying the impact of teaching and learning and use this to effectively target plans for continuous improvements that will raise children's achievements to consistently high levels.

Inspection judgements

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

Children enjoy their time at pre-school, playing and exploring the toys set out for them. Staff set up the learning environment based on observations from the previous week and discussions with the children about what they would like to play with. This is reflected in the short term planning as children's names are written next to their choice of activity. Staff understand that the planning is flexible and may change depending on children's interests and take this in to consideration. Planning is shared with parents to inform them of what the children are doing each week. Additionally, this provides ideas and examples

of activities the family can do together to support their child's learning at home. Staff also include parents in the planning by asking for their contributions to provide a consistent approach to children's learning. However, planning is not sufficiently focussed on teaching and ensuring the educational programmes are robustly monitored to provide challenging experiences for all children at all times. Staff have established links with the local school and have good transitions in place. The manager is beginning to establish links with other schools in the area and all schools have been asked to make a small photo book about the school, to assist children in this transition. Consequently, children gain knowledge and information regarding their journey on to school.

The quality of teaching is variable. For example, the pre-school has recently acquired some chicken eggs and the children are eagerly waiting for them to hatch. This captured the attention of a group of children, especially the boys, who engage in asking lots of questions. This is reflected in children using their critical and creative thinking skills to explore the possibilities of how to look after them, what they might look like and who will look after them. They are weaving stories around the eggs and what they might do if a fox came along, using their imagination and showing a clear understanding about the structure of stories. However, staff miss opportunities to extend and challenge the children's learning. Consequently, children's learning is not supported by good quality questioning and teaching practices.

The activities are mostly child-led allowing the children to choose where they want to play as they develop independence and gain confidence in making their own choices. They use pens and crayons to create pictures and to write their names in the mark making area. In the well-resourced role play area they learn to handle small china tea sets and crockery as they develop their fine motor skills and learn to play together. Children enjoy the water play where, for example, they explore sinking and floating as they develop skills in early science. The creative area is stocked with different media and materials, such as glue, straw, paints, pens, encourage children to create their eggs and baskets for the Easter display. Small world play provides children with the opportunities to play imaginatively and is planned to link with the Easter and spring theme. Overall, children acquire the skills they need to help move them on to the next stage of their learning.

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

Care practices within the pre-school are good. Nurturing staff help children separate happily from their parents by establishing trusting relationships during settling-in visits. Each child has a key person, who is responsible for liaising with parents and ensuring children are happy and secure. Consequently, the staff team effectively promote the children's personal, social and emotional needs. Children are happy and settled while at pre-school. They are motivated and play well with their friends and understand the behavioural boundaries that are in place. Children have the opportunities to identify their own name when 'signing in' on arrival at the setting so they feel valued and included. The good selection of toys and resources support all areas of learning. Children are able to select from the resources available and can ask for further resources to enhance their play. They contribute to the selection of toys available through participation in circle time where they decide what they want to do and play with. This contributes to their decision

making skills and develops their confidence and self-esteem.

Staff support children's understanding of good hygiene practices. For example, at snack and lunch times children understand the need for antibacterial hand gel before they eat. They also know that the gel should be used after they cough or sneeze. Staff ensure tables are cleaned with antibacterial wipes before and after snack and lunch, minimising any risks. Children enjoy nutritious snacks, a selection of fresh fruit is offered each day alongside a variety of other foods, for example, yoghurts, bagels and toast. Parents of children who stay for lunch are encouraged to provide a healthy packed lunch. Staff teach children to pour drinks themselves, to put their own coats on and support hygiene routines. This means staff successfully help children to develop self-care skills that they will need to give them independence when they move on to school.

Staff understand the importance of daily physical activity for children. Children have access to an outdoor area during each session. The outdoor area is only accessible via some steep steps, consequently, outdoor play occurs at a set time during the session. Staff check the area is safe before children go outside and they ensure children participate in some form of physical activity if the weather is not appropriate for outdoor play, for example, through action rhymes and songs. A yoga instructor has recently attended the pre-school to carry out a session with the children to promote healthy exercise as well as their emotional health and well-being.

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

The staff demonstrate a suitable understanding of their responsibilities to meet the legal requirements for the Statutory framework for the Early Years Foundation Stage. Appropriate procedures are in place to safeguard children and staff discuss these regularly during meetings to enhance their understanding. All staff receive suitable training in this area and two staff have undertaken lead training to ensure there is always a safeguarding lead on site.

The manager has regular meetings with staff and is currently developing systems to improve staff supervisions and observations to ensure consistency in the quality of teaching. However, the impact of these is not evident as yet. Systems to monitor the quality of the educational programme are not yet fully embedded. As a result, there are inconsistencies in the quality of the teaching and the activities offered to support children's learning. The manager aspires to improve. The pre-school has an up-to-date self-evaluation clearly identifying strengths and most weaknesses within the pre-school. However, although those areas of improvement identified are relevant and the manager has a well organised plan for improvement, there is not sufficient enough focus on teaching and learning to ensure the children are offered activities that provide high challenge and engagement and teaching is of a consistently high standard.

The pre-school has good relationships with parents who express their satisfaction with the pre-school and staff. Parents are confident to leave their children in the staff's care and are happy with the communication they receive. The pre-school works hard to involve

parents in the running of the pre-school and in their children's learning and are constantly trying to improve this. Parents form the basis of the committee that runs the pre-school; they are invited to contribute to the weekly planning and to share information from home. Parents are kept updated through regular letters and monthly newsletters. The pre-school works with the local authority and has regular visits from Pre-School Learning Alliance to ensure they are meeting all statutory requirements and to support the pre-school's teaching and learning for all children. They work with other external agencies to ensure they are meeting the needs of children who may need interventions and support. For example, they are currently working with the local authority Under Five's team and speech and language therapists to put in place Individual Education Plans for those children with identified needs.

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	301980
Local authority	Bradford
Inspection number	867346
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	36
Name of provider	Sandy Lane Pre-School Committee
Date of previous inspection	12/07/2010
Telephone number	01274 484400

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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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