

Sandy Lane Pre-School

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



Inspection date

4 March 2015

Previous inspection date

18 March 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The pre-school committee do not demonstrate a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and have failed to fulfil their responsibilities in meeting all of these requirements.
- The pre-school committee have failed to inform Ofsted of any changes to members of the committee which means their suitability to manage an early years provision has not been checked.
- Although plans are in place to improve the outdoor learning environment, currently it is not as stimulating and well-resourced as indoors and not always utilised well.
- Staff do not always provide opportunities that highly challenge children's learning.
- Leaders robustly monitor the progress of individual children, but not groups of children, to further identify where they require more support.

It has the following strengths

- The manager of the pre-school has worked very hard to make the required improvements since the last inspection. Staff receive good support and training opportunities to significantly improve their practice and the quality of teaching is good overall.
- Children are well cared for in a homely environment and staff fully involve parents in their child's learning and care. Consequently, children are confident, happy and settled at pre-school.
- Staff have a good understanding of each child and know how to fully support their learning and development. Children are making good progress and are well prepared for school as a result.

What the setting needs to do to improve further

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

- ensure the management committee and nominated person understand and meet the legal requirements of the Early Years Foundation Stage; for example, to notify Ofsted of any changes to members of the committee to enable checks to be carried out to ascertain if they are safe and suitable to fulfil their roles and responsibilities.

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

- swiftly action the plans in place to improve the outdoor learning environment and ensure it is well utilised to support children to make even more progress
- support staff to consistently provide opportunities that highly challenge all children to further develop their skills
- embed processes for monitoring the progress of groups of children to secure more accurate assessments and further promote children's learning.

Inspection activities

- The inspector observed a range of activities both indoors and outdoors.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the managers and representatives from the committee.
- The inspector carried out two joint observations with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and considered their responses to a recent satisfaction survey.
- The inspector looked at children's records, planning documentation, evidence of the suitability of the committee and staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachael Flesher

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff are very well supported by leaders to further improve their practice and teaching is good overall. Staff use effective questioning and model language and learning well to children. They give children sufficient time and space to explore and investigate the good range of resources available. Staff provide and request a range of information from parents and actively involve them in their child's learning and development. For example, through the weekly parent information sheets. This information is used effectively to plan play and learning opportunities that support every child to make good progress. Children enjoy taking part in the activities led by adults, for example making bookmarks in celebration of world book day, and show great pride in their work. However, activities do not always stimulate and challenge children enough.

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

Leaders cannot demonstrate that they have taken appropriate action to fully promote the safety and welfare of children in their setting. They do not know if the committee members are suitable to carry out their role, as required checks have not been completed. However, staff are confident in their role of safeguarding children due to the training and professional support they receive from leaders. Children and parents know who their key person is and strong relationships are established. As a result, children are happy, settled and secure. They are forming friendships and learning to take turns, share and listen to one another. They are learning to independently care for themselves; they confidently use the toilet, put on their coats, pour their own drinks and clear their plates, further supporting their readiness for school. However, the outdoor area does not provide highly stimulating learning opportunities to challenge children further and is not always utilised well. Leaders have taken robust action following reports of dental decay in young children locally. The dental health care team provide fluoride coating at pre-school and staff teach children how to brush their teeth daily.

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

The pre-school committee have failed to inform Ofsted of any changes to members of the committee which is an offence. This means their suitability to manage an early years provision has not been checked. This was due to a miscommunication between the committee and the nominated person. Ofsted believe this will not happen again and will not take any further action. The manager has systems in place to ensure staff are safe and suitable to care for children. This includes asking key questions at supervision meetings about any changes to their circumstances that may affect their suitability. The manager has fully addressed the weaknesses identified at the previous inspection. Robust arrangements are in place for monitoring the quality of the provision and addressing underperformance. This has secured significant improvements, particularly in the quality of teaching and learning. However, systems to monitor any variations in the progress of different groups of children are not yet embedded to further support children's learning.

Setting details

Unique reference number	301980
Local authority	Bradford
Inspection number	1004754
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	26
Name of provider	Sandy Lane Pre-School Committee
Date of previous inspection	18 March 2014
Telephone number	01274 484400

Sandy Lane Pre-school was registered in 1991 and is on the Early Years Register. It is a registered charity and is managed by a parent-run committee. It operates from a church hall in the village of Sandy Lane, Bradford. It is open Monday to Thursday from 9am to 3pm and Friday 9am to 12 noon, during term time only. The nursery employs six childcare practitioners. Of these, five hold appropriate early years qualifications at level three or above. The pre-school provides funded early education for three- and four-year-old children.

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.

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