

Sandy Lane Pre-School

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



Inspection date

10 July 2015

Previous inspection date

4 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The pre-school committee demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Since the last inspection, all members of the committee have had their suitability assessed by Ofsted.
- The quality of teaching is good. All children make good progress in their learning and development from their starting points, including those who require intervention and additional support. As a result, children are acquiring the dispositions, attitudes and skills they need for the next stage in their learning, including starting school.
- The pre-school provides a very welcoming and nurturing environment which helps children to settle rapidly and build extremely secure attachments with their key persons. Children are happy and confident independent learners. Staff support children's emotional well-being very well.
- The manager ensures that staff are well qualified and have access to a wide range of suitable training, which helps them to promote good outcomes for all children. Regular supervision makes certain that staff are fully supported in their practice.
- Children demonstrate that they feel safe and secure at pre-school. Safeguarding is given a high priority and staff understand how to protect children and keep them safe from harm.

It is not yet outstanding because:

- On occasions staff overlook opportunities to extend children's understanding of why good hygiene practices are important to their health.
- Information about children's learning is not always thoroughly gathered from parents who speak English as an additional language when their children first start at pre-school.

What the setting needs to do to improve further

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

- extend opportunities for children to learn about how the good hygiene practices they use will help to keep them healthy
- exploit the different ways that information can be gathered from parents who speak English as an additional language when their children first start at pre-school.

Inspection activities

- The inspector had a tour of the premises and observed children in the playroom and the outdoor area.
- The inspector met with the manager and committee members and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation of a creative activity with the manager.

Inspector

Angela Sugden

Inspection findings

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

Staff regularly observe children and make accurate assessments of their learning and development. Staff use these to successfully plan experiences that are tailored to support children's individual learning needs and interests. The outdoor learning environment has been recently improved to provide interesting and varied activities that sustain and challenge children's learning. Children are motivated and concentrate as they develop their understanding of the world through their explorations in the outdoors. Staff ask children effective questions which challenge their thinking and promote their memory recall skills. Staff effectively promote children's literacy skills in a wide variety of ways. For example, older children enthusiastically name the letter sounds of the alphabet and name things that begin with that sound.

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

Staff use sensitive interventions to help children to behave well and understand what is expected of them. Children are developing good friendships and help each other as they work cooperatively together to complete activities. Children develop their understanding of how to manage their own safety, especially when accessing the garden. Children enjoy daily fresh air in the garden area, which enhances their well-being. Children demonstrate their independence through the many opportunities they have to make independent choices. Staff encourage children to carry out hygiene routines. However, they do not always help children to understand why this is important to their health. Children develop their understanding of communities through varied activities where they explore and celebrate the similarities and differences between themselves and other people.

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

The manager and the committee understand and fulfil their responsibilities in implementing the legal requirements. The manager has developed systems to track and monitor the achievements of the different groups of children who attend. This ensures that any variations in the progress of the different groups can be identified and interventions planned to close any gaps in learning. Partnerships with a wide range of professionals are strong, which effectively promotes continuity in children's learning, including those with special educational needs and/or disabilities. Parents speak highly of the pre-school and describe how their children have progressed in their learning since they started to attend. Staff regularly share information about children's learning with parents, both informally and through parent consultation meetings. However, staff do not always use different ways to gather information from parents who speak English as an additional language, so that they can thoroughly share information about their children's learning when they first start at pre-school. The effective performance management of staff and robust self-evaluation help to drive continuous improvement. This helps to ensure that high-quality learning experiences are provided for children at all times.

Setting details

Unique reference number	301980
Local authority	Bradford
Inspection number	1008631
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	30
Name of provider	Sandy Lane Pre-School Committee
Date of previous inspection	4 March 2015
Telephone number	01274 484400

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

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