

# Lakey Lane Pre School Groups



Lakey Lane Junior & Infant School, Lakey Lane, Hall Green, West Midlands, B28 8RY

<b>Inspection date</b>	11 January 2016
Previous inspection date	21 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are at ease in the pre-school. Staff carry out home visits to meet children before they start to attend. This ensures they settle quickly into their new environment.
- Partnerships with parents are good. Parents contribute to the initial assessment of their child's development and receive regular feedback about their child's progress. They are pleased with the staff's commitment to the learning and care of their children.
- Staff make accurate assessments of children's development and plan effectively for their further learning. The manager monitors the achievement of groups of children to ensure they make consistently good progress.
- Staff regularly attend training and have enhanced their skills to support children who speak English as an additional language. Staff ensure they use effective strategies to help those children develop good speaking skills.
- Children are emotionally well prepared for the next stage in their learning because they use facilities in the school and are familiar with the environment. The move to school and nursery is, on the whole, stress free for children.

### It is not yet outstanding because:

- Staff do not always provide sufficient opportunities for children to find solutions to problems during play.
- Monitoring of staff's practice is intermittent. Staff are not always able to reflect on their performance and raise the quality of teaching to outstanding levels.

## What the setting needs to do to improve further

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

- provide more opportunities for children to find solutions and solve problems during play and learning activities
- sharpen the focus on reviewing staff practice to enhance the quality of teaching to outstanding levels.

### Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed teaching and learning activities indoors and carried out a joint observation with the manager.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and reviewed the setting's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

### Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of safety and child protection procedures. Staff are committed to sustaining the high levels of development achieved by children and regularly evaluate the educational programmes. Staff meetings include discussions about how each child's learning needs are met and how their development can be extended. The recommendations from the last inspection have been effectively met and addressed. All staff and parents contribute to the self-evaluation of the pre-school. Arrangements for supervision generally ensure staff have opportunities to discuss their professional development, such as their training needs. The strong partnerships with parents are underpinned by frequent communication and sharing of information on a daily basis.

### Quality of teaching, learning and assessment is good

Staff promote children's development effectively across all areas of learning. Staff enthusiastically model actions during physical activities and children copy as best as they can. They learn to move in a number of ways and to follow instructions correctly. Staff join in with children's play and this motivates them to concentrate. There is lots of discussion about types of transport, and staff extend the conversation by prompting children to contribute their own experiences. Staff use opportunities to include questions on colours, shapes and sizes, which most children answer correctly. Children's language skills are well promoted and staff listen attentively when children speak. Staff encourage children to explain their paintings and provide good levels of challenge for them to make the distinction between similar colours. Children learn to cooperate with others to complete tasks as directed. Staff skilfully adapt activities so that younger children can participate fully and make marks on paper, while older children paint. Staff provide a wide range of stimulating activities to help children learn well.

### Personal development, behaviour and welfare are good

Children are comfortable with the routine of the pre-school and know what to expect. They are keen to join in with activities and particularly enjoy physical exercise indoors and outside. Children's health is well promoted. They learn about good foods, such as fresh fruit, which is served at snack time. Staff work closely with parents to ensure children continually receive clear messages about the importance of making good choices. Children learn to have regard for others and to share because staff manage their behaviour very well. Staff frequently praise children and this encourages them to follow the rules of the pre-school. For example, they join in with tidying away and this contributes to their personal safety.

### Outcomes for children are good

All groups of children make good progress from their starting points. Children develop essential skills for their future learning at nursery or school. For example, their communication and self-help skills are well developed.

## Setting details

<b>Unique reference number</b>	EY152721
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1028500
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	16
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Lakey Lane Pre-School Groups Committee
<b>Date of previous inspection</b>	21 June 2013
<b>Telephone number</b>	0121 4643677

Lakey Lane Pre-School Groups was registered in 2001. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 2, 3 or 5. The pre-school opens during term time from 8.30am to 11.30am and from 12.15pm to 3.15pm, Monday to Friday. It provides funded early education for two- and three-year-old children. The pre-school has links with Lakey Lane School and the local Sure Start Children's Centre.

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