

# Lark Lane Family Pre-School



The Old Police Station, 80 Lark Lane, LIVERPOOL, L17 8UU

**Inspection date** 18 April 2018  
Previous inspection date 26 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Good	<b>1</b> 2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The whole staff team have incredibly high aspirations for all children.
- Staff prioritise children's emotional well-being and involvement from the start. The key-person system is highly effective and parents' deep knowledge about their children is actively sought. Strong emotional attachments are in place and this significantly contributes to children's eagerness to learn.
- Children behave extremely well for their ages. Staff consistently encourage their cooperative play. They encourage children to be respectful and listen to each other. Children learn about the impact of their actions on others.
- Equality underpins everything staff do. Staff have a strong desire to make learning accessible for all children. They are open minded, flexible and make innovative adjustments to enable all children to take part in high-quality learning experiences.
- Staff have an excellent focus on developing children's communication and language skills. They model language as they play alongside children and use the new words that they hear. Staff consistently encourage children's peer-to-peer communication.
- Parent partnerships are exceptionally strong and staff encourage parents to engage in a variety of innovative ways. A wide range of information is shared with parents to support them to guide children's learning at home.
- Children make impressive progress in their learning.

## What the setting needs to do to improve further

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

- enrich experiences for the oldest children and build on the already excellent support to prepare them for the move to school when the time comes.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector jointly evaluated a teaching activity with the early years teacher.
- The inspector held a meeting with the manager and deputy manager and discussed the pre-school's self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to some children and parents during the inspection and took account of their views.

### Inspector

Lisa Bolton

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff know precisely what to do if they are concerned about the welfare of a child. Managers have carefully considered risks to children and staff follow robust procedures to reduce them. Staff are well qualified and they continually benefit from the expertise of the early years teacher. Performance management is rigorous and staff supervision is thorough. Staff undertake comprehensive training and this contributes to the consistent high quality of teaching. Self-evaluation is superb. Managers and staff work diligently to identify areas for continuous improvement. Precise targets are identified and the impact on children's learning is evaluated. Staff plan to build on the already excellent support for older children in preparation for their move to school.

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

Children are expertly challenged and demonstrate deep engagement in play. Staff are very intuitive and make the most of spontaneous moments to enhance children's learning. Staff skilfully steer children's observations about the world. They make subtle suggestions and ask excellent questions that provoke children's curiosity and encourage them to think deeply. Staff value children's ideas and opinions, encouraging them to take the lead. Staff know when to give children uninterrupted time to explore by themselves. Children's progress is meticulously monitored. Staff take prompt action to identify any gaps in learning. They provide specific experiences and tailored support, precisely linked to their unique needs. Staff show great determination to access the best support for children who have special educational needs and/or disabilities. Parents are diligently consulted during the process of seeking support from external agencies where necessary.

### Personal development, behaviour and welfare are outstanding

Staff empower children to become highly independent and children want to do things for themselves. Children relish in making their own choices and they manage self-care tasks well. Staff teach children about healthy practices and encourage them to hydrate throughout the day. Mealtimes are superb learning experiences. Staff are attentive and provide sensitive support, enabling younger children to feel fully included. Children are taught about how to keep safe when there is an element of risk or challenge. Staff sensitively guide children to understand situations and consider how and why things happen. They support them to consider their options wisely and make their own well-informed decisions. Children of all ages benefit from energetic and fun daily exercise.

### Outcomes for children are outstanding

Children demonstrate impressive teamwork and cooperation for their ages. They show high levels of creativity and imagination in their play. Children are empowered to use their initiative and find their own resources to develop their ideas. They freely bring resources from indoors to support their outdoor play. Children are remarkably confident to try new ways of solving problems without fear of failure. They are guided to communicate with one another to find a solution, rather than seeking support of an adult first. They learn sign language and are proud to show off their skills. Children have a wonderful desire to explore books and retell stories in their own play.

## Setting details

<b>Unique reference number</b>	322461
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1087817
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	St Michael's and Lark Lane Community Association
<b>Registered person unique reference number</b>	RP527713
<b>Date of previous inspection</b>	26 June 2014
<b>Telephone number</b>	0151 728 7884

Lark Lane Family Pre-School registered in 2002. The pre-school is open Monday to Friday, from 9am to 4pm, during school term time only. It provides funded childcare for two-, three- and four-year-old children. The pre-school employs five members of childcare staff who hold qualifications at level 3 or above. Of these, one holds early years professional status and one holds an appropriate foundation degree.

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