

Sandy Lane Pre-School

Bairstow Street, Sandy Lane, BRADFORD, West Yorkshire BD15 9JX



Inspection date	11 January 2019
Previous inspection date	10 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- The management team uses a broad range of self-evaluation methods which leads to decisive improvement plans. Parents and staff are greatly involved in the process and their opinions are carefully considered and valued. Parents receive questionnaires in their home language. They complete an evaluation and suggest ways to further improve the quality of the setting and service the pre-school provides.
- Key staff effectively engage parents in their child's learning. Parents help to complete initial assessments and continue to contribute towards their child's learning at pre-school. They receive regular feedback about the progress their child is making. Parents are given monthly newsletters with key information about typical child development and how to support a child's learning at home.
- Staff carefully monitor and assess the progress children make in their learning. They use this information to swiftly identify any gaps in a child's development. External support is quickly sought when required. Children receive the individual support they need and any gaps in their learning close quickly.
- Staff prioritise children's communication, language and literacy skills. They plan activities and daily routines effectively, which help to support this well. For example, children learn to recognise their own name when they complete self-registration each morning. Children listen to and begin to recognise different letters and sounds during group activities.
- Children who speak English as an additional language make good progress from their starting points. Staff encourage them to use the different languages they speak. Staff skilfully support and encourage children to recognise different pictures and texts in books, which translate words from their home language into English.
- On occasions, staff miss opportunities to extend children's learning about people, communities and the wider world.
- The management team has not yet fully considered ways to maximise opportunities for children who prefer to learn outdoors.

What the setting needs to do to improve further

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

- help staff to recognise more opportunities where they can further develop children's knowledge of people, communities and the wider world
- maximise opportunities for children who prefer to learn outdoors.

Inspection activities

- The inspector had a tour of all the areas of the premises.
- The inspector spoke to and considered the views of staff, children and committee members during the inspection.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector held a meeting and had discussions with the management team and the chair of the committee. She reviewed policies, procedures and other records regarding health and safety.
- The inspector completed a joint observation with the manager and reviewed the pre-school's self-evaluation.

Inspector

Jennifer Dove

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management and staff team regularly complete safeguarding training. Staff demonstrate a secure understanding of current issues which may impact a child's welfare. They confidently recognise the signs of abuse and act promptly when concerns arise. The management and staff team complete daily risk assessments and safety checks. This helps to ensure the areas of the premises children access are safe and suitable. Members of the management team are keen to develop staff practice. They regularly observe staff as they work with children. They use this information to evaluate staff performance and identify professional development plans during supervision meetings. All staff have recently completed 'sustained shared thinking' training and implement this into practice well. They encourage children to problem solve, have a go and work things out for themselves. Children are active learners and persevere with the tasks they set out to complete.

Quality of teaching, learning and assessment is good

Staff plan a stimulating and welcoming environment where children are free to explore and have their own ideas in play. Children are creative and use their imaginations well. For example, they build car garages and bridges using various sized wooden blocks. Staff sensitively support children to test their own ideas, such as categorising wooden blocks in size order from big to small. Staff encourage children to use their good mathematical skills during play. Children confidently count cars and use positional language as they drive cars up, down, under and over the garage and bridge they make. Children thoroughly enjoy group activities. They work together as a team to name and describe the different properties of a shape, confidently recognising that squares have four equal sides. Children develop their early writing skills. For instance, they draw around large two-dimensional shapes using chalk.

Personal development, behaviour and welfare are good

Children develop a good understanding of how to keep their bodies healthy. They learn the importance of washing their hands before mealtimes and talk about the benefits of eating fruit and vegetables daily. Children independently brush their teeth after snack time and learn the importance of good oral hygiene. Staff work effectively with parents to ensure they provide healthy and nutritious meals for their child at lunchtimes. Children's behaviour is good. Staff build positive relationships with them. They act as good role models and support children to manage their own behaviour.

Outcomes for children are good

Children immerse themselves completely in the activities they complete. They thoroughly enjoy playing 'sleeping bunnies' and express themselves freely when they sing songs and pick which animal they would like to be next. Children demonstrate that they have high levels of confidence and self-esteem. All children make good rates of progress and develop the skills they need in preparation for school.

Setting details

Unique reference number	301980
Local authority	Bradford
Inspection number	10061693
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	30
Name of registered person	Sandy Lane Pre-School Committee
Registered person unique reference number	RP523492
Date of previous inspection	10 July 2015
Telephone number	01274 484400

Sandy Lane Pre-School registered in 1991. It is a registered charity and is managed by a 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 on Friday from 9am to midday, during term time only. The pre-school employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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