

# Inspection of Lark Lane Family Pre-School

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

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Inspection date: 30 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and well settled at the pre-school. They separate from parents easily and are greeted by the lovely staff team. Staff know what children like and provide activities that interest and engage them. Overall, the curriculum is well-thought-out. Leaders consider children's experiences and provide opportunities that children would not otherwise get, such as gardening club. This helps to ensure that all children make progress across the seven areas of learning.

Staff get to know children well. They form strong bonds with children and are alert to their unique care needs. For instance, staff recognise when children do not want to take part in group activities and offer one-to-one support in the continuous provision areas. This helps children to feel safe and secure at pre-school and promotes their emotional well-being.

Staff support children to learn about the importance of sharing and taking turns. They implement rules and boundaries to help children understand what is expected of them. Children listen carefully and follow instructions well. They remind each other about 'working as a team' at tidy-up time. The pre-school is very calm, and children behave well.

## **What does the early years setting do well and what does it need to do better?**

- On the whole, leaders plan a broad and balanced curriculum that prepares children for the next stage in their learning. They use children's next steps and interests to plan fun and enjoyable experiences. However, leaders do not always consider how to adapt the curriculum further for older and most-able children. This means that, on some occasions, this group of children's learning is not fully extended.
- Leaders use additional funding, such as early years pupil premium, wisely to support the children it is intended for. Staff consider any gaps in children's learning and purchase additional resources to help them catch up. This helps to ensure that the attainment gaps between different groups of children are beginning to close.
- Staff help children to learn about the things that contribute to a healthy lifestyle. They provide healthy meals, snacks and daily exercise. Staff implement good hygiene procedures and talk to children about how to reduce the spread of germs. For instance, children know to ask for a new fork if theirs falls on the floor. This contributes to children's overall good health.
- Children have a lovely attitude to learning. They eagerly join in with songs and ring games, skilfully remembering the words and actions. Children demonstrate good levels of patience while waiting for their turn. Older children concentrate intently as they work together to write letters on a whiteboard. They carefully

divide the board in half to ensure they both have space to write. Children are motivated and enthusiastic learners.

- Staff promote children's mathematical development through everyday play. During sand and water activities, children explore measurement, capacity and size. Staff support children to predict how many jugs it will take to fill a larger vessel. Children use positional language, such as 'on top', 'under' and 'next to'. This helps children to develop their understanding of mathematical language and concepts.
- Staff provide lots of opportunities for children to practise being independent. Children select their own snack, pour milk and use the water dispenser independently. They learn to line up for lunch and confidently carry their own plates back to the table. Children are developing some of the important skills they will need for their eventual move to school.
- Parents are happy with the quality of care children receive. Staff collect information from parents about children's likes, dislikes and what they can already do when they first start. This helps them to understand children's individual needs. Parents attend open days each term and receive information about children's progress. However, not all parents receive information about children's next steps in between these meetings, or how they can extend these at home. This hinders the continuity in children's care and learning.
- Leaders and the staff team work well together. Staff have supervision meetings each term and access some professional development opportunities that directly benefit children, such as speech and language training. However, leaders do not always provide staff with feedback which helps them to implement the curriculum intentions more precisely. Consequently, some activities do not build on children's existing knowledge.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- enhance the curriculum for older and most-able children to extend their skills and knowledge further
- help all parents to understand their child's next steps and how they can extend these at home in an ongoing way
- provide staff with more accurate feedback on their practice to help them implement leaders' curriculum intentions more precisely.

## Setting details

<b>Unique reference number</b>	322461
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10312021
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	St Michael's and Lark Lane Community Association
<b>Registered person unique reference number</b>	RP527713
<b>Telephone number</b>	0151 352 9180
<b>Date of previous inspection</b>	18 April 2018

## Information about this early years setting

Lark Lane Family Pre-School registered in 2002 and is situated in Liverpool. The pre-school is open Monday to Friday, from 9am to 4pm, during school term time only. The pre-school employs five members of childcare staff, who hold qualifications at level 3 or above. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kayte Farrell

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

We carried out this inspection 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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