

# Park Lane Pre - School

Park Lane Centre, Park Lane, Bradford BD5 0LN



<b>Inspection date</b>	13 November 2018
Previous inspection date	21 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### The provision is good

- Overall, children make good progress and are prepared well for school. Staff focus strongly on the foundations for future learning, such as children's communication skills. They effectively support children who have special educational needs, giving careful thought to the provision of resources and activities to fully ensure inclusion.
- Staff help children to learn about difference, feel valued and develop a strong sense of belonging. For example, they celebrate the diversity of the families who attend, reflecting this all around the pre-school.
- Staff create a welcoming, stimulating, safe and accessible environment that fosters children's independent learning and good behaviour. Children move freely between indoors and outdoors, which facilitates their preferred learning styles and interests.
- Children are eager to take part in activities and they play amicably. Staff display effective and positive interactions, enhancing children's learning and social skills.
- Through training and consultation with other community partnership initiatives, staff work closely with parents to help children to develop and sustain a healthy lifestyle.
- The management team evaluates, monitors and improves practice with success overall, including teaching. This is reflected in targeted action plans and a training matrix; these are informed, for instance, by peer observations and regular supervision meetings.

### It is not yet outstanding because:

- Staff engage parents in some effective ways. However, ongoing communication between parents and their child's key person specifically, is less successful in fully promoting continuity in children's individual care and learning.
- Staff undertake regular observations and assessments of children's progress, planning for their next steps in learning. However, their assessments are not meticulous enough in fully identifying and targeting certain gaps in children's learning.

## What the setting needs to do to improve further

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

- enhance communication between parents and their children's key person specifically, so that parents are more successfully informed about their children's ongoing achievements and learning needs and how they can better support their children's individual next steps in learning at home
- strengthen assessments of children's progress and monitor these more closely, so that any gaps in children's learning are identified and planned for with greater success to optimize children's all-round learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors in the pre-school and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including evidence of the suitability of staff working in the pre-school, and sampled children's records of learning.
- The inspector spoke to parents during the inspection and took account of their views.

**Inspector**  
Rachel Ayo

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff complete up-to-date child protection training and re-visit the updated safeguarding policies and procedures. This has a positive impact on their knowledge. They can identify possible signs of abuse and fully understand internal and external reporting procedures. Staff stringently monitor access to the pre-school and effectively minimise hazards to help children to stay safe. The manager is well supported by the organisation, which helps her to effectively support the staff team. The manager uses additional funding effectively to support good outcomes for children and enrich their learning.

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

Staff's qualifications have an overall positive impact. The manager utilises further training and other sources of information to build on her own and staff's knowledge. Staff generally plan well for children, taking into account their interests. They work very closely with other professionals to support children who have special educational needs. They support children who speak English as an additional language well. The environment is rich in language and print. For example, there is labelling, a cosy reading area, photographs and interactive displays. Staff provide a narrative for what is happening and use words in children's home language. Staff ask questions and build children's confidence as they listen and respond to children's conversations. Staff share progress summaries with parents each term and encourage parents to share their own observations. Parents can also attend varied workshops, such as story time.

### Personal development, behaviour and welfare are good

Staff work closely with parents to settle new children in, tailoring children's care to their individual needs. Children develop close bonds with staff. Staff display children's home language and country of origin and ask parents to provide photographs to create a family tree. Staff help all children to feel secure. As part of this, they use visual aids to help overcome communication barriers. Children enjoy doing things for themselves and thrive on staff's praise and encouragement. Staff positively reinforce behavioural expectations. Children harvest fruit and vegetables and parents are encouraged to attend healthy eating drop-in sessions. Staff also partake in award schemes and programmes which promote oral health improvement.

### Outcomes for children are good

All children are motivated and have a positive approach to learning. Children learn about early mathematical concepts. For example, they remove shapes from the wall display and match them successfully to the shapes on the table. Through their explorations, younger children delight in testing out their ideas, such as seeing what happens when they pour water down plastic tubes. Older children imaginatively express their ideas while investigating dough. They concentrate intently as they confidently, and skilfully, roll out dough and use cutters, happily sharing resources. They solve problems, adding more flour to make the dough less sticky.

## Setting details

<b>Unique reference number</b>	EY396144
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10068829
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Bradford Trident Limited
<b>Registered person unique reference number</b>	RP529114
<b>Date of previous inspection</b>	21 January 2014
<b>Telephone number</b>	01274768075

Park Lane Pre-School registered in 2009. It operates from a playroom within Park Lane Centre which is owned and run by Bradford Trident Limited. This is a social enterprise company, run by and for the community of BD5. The pre-school employs seven members of childcare staff. All staff hold appropriate early years qualifications; six are at level 3 and one is at level 6. The pre-school opens Monday to Friday during term time. Sessions are from 8.25am until 11.25am and from 11.55am until 2.55pm. Children attend for either five morning or five afternoon sessions per week. The pre-school provides funded early education for two-, three- and four-year-old children.

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