

Lady Lane Park School & Nursery

Lady Lane, Bingley, West Yorkshire, BD16 4AP

Inspection date

Previous inspection date

07/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The quality and consistency of teaching is exceptional as staff have excellent knowledge of how children learn. This is supported through precise and highly accurate assessments and planning that are in place for individual children.
- The manager and staff's realistic evaluation system and highly effective monitoring ensure targets for future development are identified and improvements are made. This ensures the nursery continues to provide superb quality care.
- Children's safety is paramount. A robust safeguarding system is in place and all staff cover safeguarding as part of their in-depth induction. As a result, safeguarding procedures are extremely secure and protect children.
- Highly effective partnerships with parents and others mean there is a thoroughly united approach to meeting individual children's needs, extending their learning and helping them to develop a vast range of relevant skills.
- Children's emotional well-being is fostered extremely well through very warm, positive interaction from staff. As a result, children settle exceptionally well within the nursery and as they move on.

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Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children engaged in an excellent range of activities in the kindergarten and lower kindergarten rooms and the outside play area.
- The inspector acknowledged the views of the parents, including those spoken to during the inspection.
The inspector looked at a selection of documentation, including staff disclosure and barring checks, qualifications, policies and procedures and children's learning records.
- The inspector completed a joint observation with the manager in the kindergarten room.

Inspector

Jane O'Callaghan

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Full report**Information about the setting**

Lady Lane Park School and Nursery was registered in 1998 and re-registered in 2013 on the Early Years Register. It is situated in a detached house and also in the main on-site school in Bingley, West Yorkshire and is managed by Lady Lane Park School. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. One holds Early Years Professional Status and Qualified Teacher Status. The nursery opens Monday to Friday during term time only. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently 38 children on roll who are in the early years age group. The nursery receives funding for the provision of early education for two-, three- and four-year-olds.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- consider further ways to build on the already excellent opportunities for children to develop their independence, for example, by letting them pour their own drinks and serve themselves at lunchtime.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Children make rapid progress in their learning because of the extremely high quality of teaching that is delivered through a vast range of experiences that excite and motivate them. The quality and consistency of teaching is exceptional as staff have an excellent knowledge of how children learn. This is supported through the precise and highly accurate assessments and planning that are in place for individual children. Staff are committed to gaining a thorough knowledge and understanding of each individual child. They work with parents from the start to gain detailed information about the child and carry out initial observations that enable them to establish a starting point for the child's learning and development. Robust observations and planning support staff's exceptional ongoing understanding of children's individual stage of development. Staff also ensure that there are extremely detailed progress checks at age two which cover children's development in the prime areas of learning; all parents contribute to these to ensure continuity of progress in both learning and care.

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The staff have a rigorous assessment system that enables children's progress to be tracked. This helps them to see if children's progress is as expected, above or below that which is typical for their age and stage of development. Consequently, any gaps in learning which may indicate that children are at risk of falling behind are addressed through early intervention programmes so that gaps rapidly close. Staff provide innovative educational programmes. Consequently, children thoroughly enjoy stimulating and imaginative experiences that are exceptionally well planned and supported by high quality teaching. Through these experiences children develop a very positive attitude to learning. Children throughout the nursery are very well motivated and eager to join in activities. They demonstrate a high level of engagement in both planned activities and in their independent play. This attitude provides children with the fundamental foundation upon which to support their future learning. Individual children's next steps of learning are clearly identified and support each child to reach their full potential.

Staff interaction with children is of a consistently high standard. There is a strong emphasis on developing children's communication and language, and as a result, the quality of teaching and learning is exceptional. Staff consistently praise very young children for their spoken words, modelling words to reinforce the child's understanding of spoken language. Older children enthusiastically join a member of staff in an activity that develops their phonetic awareness. For example, children sit and listen intensely to a story about a boy and a wolf. Throughout this activity children are describing the story they have listened to. Staff ask very good open-ended questions, for example, 'What letter does wolf start with?' Children eagerly reply with 'W'. Staff then further challenge children in an extremely positive way as they ask them if they can see other letters and show the staff where they are. Staff are extremely talented how they plan and extend the themed activities. After they have listened to the story, staff explain to the children that it is related to the country Russia. Staff ask children if anyone knows where Russia is, and older children show where the country is on the map displayed. Children are then given a Russian name and get very excited as they pronounce their new name and learn to say hello in Russian to each other. Later in the day the children use their creative skills based around the theme, as they scrunch the different coloured tissue up to make the Russian flag. They look at the large flag and complete exact replicas of it.

Staff give lots of positive praise to the children, promoting and boosting their self-esteem. This planned activity helps to develop children's understanding of the world as well as their communication and language skills. Younger children follow the theme and also have an area of their room set out to depict the story where they freely wander in and out. The younger children use their imagination well as they tell the story using the prop of the wolf and pull it up, tugging at the rope and explain that it is climbing the tree. Again staff's excellent use of extending the activity is evident. For example, they ask the children, 'What are you using to pull the rope?', and children are extremely quick to reply 'Our arms' and others add to this 'Our muscles too'.

Children get lots of very good opportunities to go outside and play regardless of the weather. When it rains they put on their all-in-one weatherproof suits and line up ready to go out. Once outside, there are a vast selection of resources for children. They learn to balance on the bricks they have put together and walk across them. Others have great fun

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on the bicycles, explaining 'This is my car' as staff join in with them. Staff hold up the toy traffic signs and children shout 'Red stop' and 'Green I can go'. This helps to develop children's awareness of colour and following instructions, as well as using their imagination. Older children are keen to talk about the vegetables they have grown outside and how they have just planted potatoes ready to make crisps for their afternoon tea party that their parents are invited to. This promotes children's knowledge of the world around us and also arranging social events. Both of the rooms accessed by the children are extensively decorated with children own artwork, letters, pictures and photographs of children's past and present activities. All of this makes it a vibrant and fun learning environment, where the ambiance flows around as children laugh and giggle with their friends.

Outstanding relationships with parents significantly enhance children's learning and development. Staff promote the importance of the home learning environment in a number of extremely positive ways. This results in a combined approach to gathering information to identify the considerable progress children make. Parents are given detailed information about the expected levels of development for their child and guidance about how they can further support their child's learning and development at home. Children take 'wow' books away daily and parents have their own notice board. There is also a lending library where children take books home, and parents speak positively about these opportunities to read with their children. Parents also support their children's learning through being given question cards, which they complete on their way to and from school. For example, they are asked 'How many blue cars did you see on the way?'

The nursery has a range of toy animals that children can take home on adventures and they are asked to complete diaries and take photographs. Parents are encouraged to look at the children's target boards displayed, where their achievements are posted on the shooting star and caterpillars for older children. They also attend social events as well as consultation evenings, and contribute extremely positively in their children's learning records. All of these ensure parents have an extremely positive contribution and interest in their children's learning and development. Strong links with the on-site school children will later attend ensure that they are well prepared for the next stage in their learning. Teachers visit the nursery rooms and the comprehensive records of children's learning and development are shared to promote the continuity of learning. This ensures excellent procedures are in place and parents and children are very well supported throughout the transition in readiness for school.

The contribution of the early years provision to the well-being of children

An extremely calm and caring atmosphere creates a positive learning environment for all, where children are highly valued as individuals. Careful consideration is given to the allocation of each child's key person. This supports extremely close bonds between children and staff and provides a strong base for children to develop their independence and explore. In addition, parents acknowledge and appreciate the warm welcome and ongoing support that they receive. All children show a strong sense of belonging within the setting and settle very well because staff have an excellent knowledge of their individual likes, needs and routines. Parents are also invited to the nursery prior to starting

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to attend stay and play sessions. This further promotes an extremely effective smooth transition. The staff work very closely with parents from the outset to gather all the relevant information and ensure that this is regularly updated to reflect any changes. Transitions from room to room and to the on-site school and surrounding schools are exceedingly well managed as staff have established very positive partnerships with parents, other providers and the attached school. Key persons accompany children to new rooms until they feel confident to stay for short periods on their own. As a result, children feel confident to establish close relationships with new people.

Staff give the utmost regard to the safety of children and ensure that resources and equipment are appropriate to their individual needs. Children know to walk in pairs, to hold on to the rails when going outside to play and to wipe the toys with the towels before using. Extreme care and consideration is given to the presentation of activities, both indoors and out, to provide a consistently highly stimulating learning environment for children. Staff diligently reinforce safe practice with equipment and toys to teach children how to play safely while taking controlled risks in a safe environment. Rigorous risk assessments are recorded and are in place, and daily checks to minimise risks to children are carried out across the setting. Children are cared for appropriately following any minor accidents, and practitioners deal sensitively with any bumps they have received. Comprehensive records are kept of any accidents and records of medicines given, and these are shared with parents. Children are encouraged to develop healthy lifestyles and learn about the importance of exercise using the indoor play space and outdoor areas. Outdoor learning and activities are available every day regardless of the weather conditions so that children can enjoy play with the excellent range of resources and activities available. Children show a clear knowledge of how to keep themselves healthy as they are encouraged to make choices about the food they eat and are able to recognise that some food choices are healthier than others. The highly experienced cook works closely with parents and staff to ensure that dietary needs and preferences are catered for when planning meals. Children enjoy the social experiences of mealtimes as staff ensure that these are opportunities to engage with children in social conversation and use good manners.

Children develop excellent self-help skills. For example, before playing outside they find their own coats and shoes, which they put on with minimal help from practitioners. However, there is room to develop children's very good independence, through them pouring their drinks and serving themselves at lunchtime. A calm and harmonious atmosphere supports children's learning and any minor disputes are diffused very quickly. Children get on well together. They know what is expected of them, learn to take turns and value one another. Staff skilfully support children to understand the potential impact of their actions on others. Positive behaviour is consistently acknowledged and children's achievements, no matter how big or small, are enthusiastically celebrated. For example, staff thank children for their 'good listening' during a planned activity and reward charts and stickers are used to promote children's sense of self-esteem and confidence.

The effectiveness of the leadership and management of the early years provision

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The manager and staff work extremely well together. They have a very good understanding of their responsibilities in meeting the safeguarding and welfare and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Children are extremely well protected because safety is given a very high priority at the nursery and staff undertake daily safety checks indoors and outdoors to maintain a safe environment for children. Staff demonstrate an extremely good understanding of their responsibilities to protect children's welfare. They have undertaken safeguarding training and have a very secure understanding of the steps to take in the event of concerns arising about children's welfare or staff practice. Robust and very efficient recruitment systems ensure that all staff are suitable to work with the children. Thorough induction, appraisal and supervision systems are in place to identify staff training needs and to make sure that these are clearly targeted to improve the nursery's already excellent practice. All staff are encouraged to develop their own professional practice and to share the benefit of this with their colleagues. Staff are encouraged to work towards higher level qualifications to boost their professional development, and in turn benefit the learning outcomes for the children. The manager and head, who is extremely involved in the nursery, are inspirational. They act as positive role models for other staff and use their wealth of experience to inspire staff to become experts in their field. Regular team meetings with both the nursery staff and the attached school offer a forum in which they can reflect on the needs of individual children at the nursery and school as a whole.

Self-evaluation systems are very effective. Staff, parents and children are all encouraged to offer their views and ideas through discussions and questionnaires. Parents' and children's views are reflected in the development of the regular themes. The manager has an extremely good understanding of the nursery's strengths and areas for development. She implements action plans to continuously target these and demonstrates an excellent capacity to maintain ongoing improvements. The manager effectively utilises a comprehensive range of monitoring tools to accurately assess the quality of the provision. The quality of the educational programme and observations of children's learning are closely monitored. A highly effective monitoring system tracks all children's progress quarterly to quickly identify any groups of children who fall below their expected achievements. Also any individual concerns of children's progress are observed and recorded, and addressed confidentially to ensure that children's own individual progress is noted and then worked on with the key person and parent. The information is used wisely to deploy resources and ensure maximum efficiency by staff and seek external help if beneficial.

Parents have many opportunities to feel part of their children's day as well as their learning and development, for example, daily feedback, a noticeboard displayed with the day's activities on, regular open evenings, newsletters and their own parents' board that they contribute to. An excellent commitment to partnership working with external agencies is well established and contributes to effectively meeting the individual needs of children. The management team ensure that practitioners work closely with a range of professionals, such as speech and language therapists, when appropriate. Staff are highly committed and receptive to use available support and advice and are keen to implement suggestions to enhance their practice and provide additional support for children.

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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY469137
Local authority	Bradford
Inspection number	936912
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	38
Name of provider	AS Northern Limited
Date of previous inspection	not applicable
Telephone number	01274551168

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

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and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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