

Inspection of Lady Lane Nursery

Lady Lane Park School, Lady Lane, Bingley BD16 4AP

Inspection date: 18 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive excited and eager to explore the well-planned and organised learning environment. They build strong attachments and relationships with staff who are warm, welcoming and friendly. Staff act as positive role models to children with their kind, caring and nurturing approach. Children play well with their friends and learn how to cooperate, share and take turns. They delight in the encouragement and praise that they receive from staff during their play. Children are motivated learners and demonstrate high levels of confidence and self-esteem.

Staff give high priority to creating an inclusive and calm learning environment that sparks children's interests to explore the activities on offer. They provide children with quality learning resources that are available for them to self-select and initiate their own learning. Staff support and encourage children to become independent learners. They adapt their approach and respond to children's interests well. For example, staff extend younger children's learning and provide them with different materials to build simple structures as they master using blocks. This helps to further develop their physical skills and hand-eye coordination. Older children have opportunities to refine their fine motor skills and dexterity, for example, through mark making and playing with construction materials. This helps to develop the motor skills needed later for writing.

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

- Children settle in at the nursery well. Staff take the time to get to know each child and their family from their starting point. They gather key information from parents about their child and use this to plan familiar care routines and activities according to the child's interests. They use the information that they gathered to help children settle in and provide reassurance when they become upset, for example when children need their comforters that they brought.
- The curriculum is well planned and sequenced to help build on what children already know and can do, overall. Staff complete observations and assessments to monitor children's progress. They use these to identify what children need to learn next and plan their curriculum around this. However, on occasions, some of the youngest children do not receive the targeted support that they need to further develop their emerging communication and language skills.
- Staff value the importance of children having access to a wide range of books and text to help develop their literacy skills and vocabulary. Children develop a love of books and reading. They have daily opportunities to listen to stories during circle time. Children self-select from a wide range of books and look at these independently or with support from staff.
- Children are well prepared for their future learning and eventual move to school. Staff support them to become increasingly independent in managing their self-

care needs and hygiene as they transition between rooms. For example, babies and younger children learn how to feed themselves independently. Older children learn how to manage their personal hygiene and eat using cutlery in preparation for their eventual move to nursery school.

- Staff give high priority to children's personal, social and emotional development. They teach children strategies to help them communicate their feelings and emotions in a variety of ways. For example, they use sign language, picture cards and spend time talking to children about their feelings and emotions. These highly effective strategies develop children's awareness of their feelings. They quickly learn ways to regulate their emotions from their starting points.
- Partnership working with external professionals is effective. For example, staff have good links with professionals who work for the local authority. They use these relationships to seek support and training, which contributes to the ongoing development of the nursery. Staff have recently received training on developing a communication-friendly environment. This training has been embedded well for staff working with older children. However, this has yet to be fully embedded for staff working with the youngest children in the nursery.
- Staff ensure that parents are kept well informed about the levels of progress their child is making. For example, they share information about their child's progress and next steps electronically and during face-to-face meetings. They share ideas about ways to support their child's learning at home, which helps to promote a consistent approach.
- The provider failed to notify Ofsted of a significant event, which is a requirement of their registration. This was discussed with leaders during the inspection and they are now aware of reporting significant events to Ofsted.

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:

- ensure the youngest children receive the targeted support that they need to develop their communication and language skills even further
- embed the recent training that staff have received to further develop their understanding of how to support communication and language skills in the youngest children.

Setting details

Unique reference number	2788548
Local authority	Bradford
Inspection number	10393840
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	40
Number of children on roll	37
Name of registered person	Lady Lane Park School Limited
Registered person unique reference number	2788549
Telephone number	01274 551168
Date of previous inspection	Not applicable

Information about this early years setting

Lady Lane Nursery registered in 2024. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, except for bank holidays and two weeks between Christmas and New Year. Sessions are from 7.30am to 6pm. The nursery offers government funded places for childcare.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- The deputy manager, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector and the deputy manager carried out two joint observations during group activities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff, parents and the children at appropriate times 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 nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025