

# Bolton-le-Sands Pre-School

Inspection report for early years provision

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**Unique reference number** 309240  
**Inspection date** 29/03/2012  
**Inspector** Sandra Williams

**Setting address** Off Packet Lane, Bolton-le-Sands, Carnforth, Lancashire,  
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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Bolton-Le-Sands Pre-School has been operating since 1972. It has been registered by Ofsted since 1992 and is on the Early Years Register and both parts of the Childcare Register. The pre-school is managed by a committee and operates from a single storey building close to the community centre in Bolton-Le-Sands, in Lancashire. The provision consists of a large play room, toilet facilities, a kitchen and store rooms. Children have access to an enclosed outdoor play area and a park adjacent to the setting. The provision is open from Monday to Friday from 8am until 6pm. It offers pre-school sessions and before and after school care during term times only. It also offers a holiday club during school holidays. It is open all year apart from Christmas and bank holidays.

A maximum of 25 children under eight years may attend the facility at any one time, of which no more than 25 may be in the early years age range. There are currently 89 children on roll, of which 50 are in the early years age range. The pre-school is in receipt of funding to provide free early years education for children aged three and four years. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language.

There are seven members of staff who work with the children, all of whom hold appropriate early years qualifications to a minimum of National Vocational Qualification Level 2 or 3. The manager holds an Early Years Degree and has achieved Early Years Professional Status. The deputy manager has also gained an Early Years Foundation Degree. The setting has recently achieved the Lancashire 'Step into Quality' award.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's needs are well met at this friendly pre-school as their unique qualities are recognised and respected. They enjoy a wide range of exciting activities indoors, although, outside experiences are not yet developed to the same level. The children are making good progress in all areas of their learning and development. Children are safeguarded well due to the robust safety procedures in place. Good partnerships with parents and other professionals effectively promote a consistent approach to the children's care and learning. The manager and staff have completed the self-evaluation process thoroughly and are highly motivated towards promoting continuous improvement. They regularly reflect upon their practice and have a clear view of the setting's strengths and areas for development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- extend children's opportunities to enjoy a good balance of indoor and outdoor play by developing the continuous play facilities outside.

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

Children are safeguarded because the staff have undertaken safeguarding training and have a good understanding of their responsibilities for keeping children safe. Robust procedures are in place to ensure any concerns about the children are dealt with effectively. The clear recruitment procedures ensure that staff are suitable and safe to work with children. Children are kept safe due to the vigilance of the staff and the good levels of supervision provided. Risk assessments are thorough and minimise risks to children whilst in the setting. The clear, written policies and procedures in place ensure that all staff promote children's health, safety and well-being effectively.

Strong partnerships between parents and staff exist. Parents receive a wealth of information about the setting, such as a very informative prospectus and regular newsletters. The wide range of information displayed on the notice board keeps parents updated about what the children are learning and how parents can get involved. There are robust systems in place for gathering information about the children's development prior to them starting at the setting. The children's key workers work closely with parents to continually review children's progress and help them achieve to the best of their ability. The staff also have very well-established and positive links with many other professionals who work with the children, such as health visitors, occupational therapists, physiotherapists and speech and language specialists. Very good working relationships also exist with the staff at the local school, which means that the children's transition to school is very positive.

The staff promote equality and diversity very well in this inclusive and welcoming setting where children's individual needs are very well catered for. Children with additional needs are well supported by sensitive and empathetic staff who have a very good understanding of their individual needs. Children learn about diversity by playing with the multicultural toys and books available. The deployment of resources is good as the toys and books are arranged at low level and the boxes are labelled so that children are able to make independent choices and move easily from one activity to another. The outdoor area is currently not being used due to maintenance work being undertaken. The resources outside do not currently provide a full range of continuous provision. The staff are aware of the need to develop this area further to enhance children's learning opportunities outside.

The high level of commitment by staff clearly demonstrates how they strive to maintain their professional development and continuous improvement through training and self-reflection. The recommendations from the last inspection have been addressed satisfactorily. The self-evaluation process has been completed thoroughly, and proposed plans for further developments are well targeted in

order to maintain continuous improvements.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and confident at this pre-school as they are well supported by the experienced and nurturing staff group. Children clearly enjoy the stimulating, homely and relaxed atmosphere. They feel safe in the care of the staff and are confident to ask for help if needed. The children are well-behaved and benefit greatly from the good level of staff guidance provided and the clear boundaries in place. The staff teach children about staying safe by setting simple rules, such as tidying up their toys so that they do not trip over them. When visiting the play ground adjacent to the pre-school, the children put on their sun hats and cream to protect themselves in the sunshine. They also take care to look left and right when crossing the car park.

The children have plenty of opportunities to adopt healthy lifestyles as they choose from an appetising selection of fruit at snack times. They are learning the importance of drinking water when they are hot or have been playing in the sun. Children follow good hygiene practices as they wash their hands at appropriate intervals. Outdoor play in the nearby play ground and field promotes the children's health and well-being. They thoroughly enjoy the treasure hunt as they problem solve together to find and follow arrows leading them to the treasure. On their journey they learn about positional language and practise their coordination and balance as they climb up the steps, slide down the slide and decide whether to go under, over or through the climbing frame. They are delighted when they find the treasure, six Easter bunnies, which they count together.

Children are making good progress towards the early learning goals. They are well supported by enthusiastic and experienced staff who have a clear understanding of the learning, development and welfare requirements of the Early Years Foundation Stage. Planning for activities is clearly based on children's individual needs and interests. The staff have an accurate knowledge of each child's stage of development in their learning and keep clear records of their progress. They effectively use this information to inform future plans for each individual child's next steps in their learning. The children enjoy choosing from a wide range of books in the book corner, where they relax on the comfortable sofas and cushions. They recognise their names as they self-register on arrival and at snack time, and their emergent writing is encouraged and displayed on the walls. Children enjoy helping the inspector by getting their own clip boards and pens and making their own notes as they accompany the inspector in her duties.

Children have a growing awareness of numeracy and problem solving as they have access to numbers displayed in the environment and take part in activities such as treasure hunts. Whilst playing with sand, they learn about volume as they fill and empty the buckets. The children learn how to use everyday technology as they play on the computer and other programmable toys. Their creativity is encouraged as they freely access craft materials to make cards. They also enjoy cutting and

sticking as they decorate little plant pots, then fill them with compost and plant seeds. They fill the watering cans with water, because they know that the seeds need water and sunlight to help them grow into flowers. They also enjoy baking activities and playing with musical instruments. Overall, the children clearly enjoy their time very much at this stimulating setting.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met