

Leaps & Bounds Preschool

Ellel Village Hall, Main Road, Galgate, LANCASTER, LA2 0LQ

Inspection date

Previous inspection date

19/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children are encouraged to be independent in their learning and confidently take part in activities of their choosing.
- Children have warm and friendly relationships with their key person so they enjoy pre-school life. Parents speak highly of the pre-school.
- Staff demonstrate a sound understanding of safeguarding. The implementation of policies and procedures successfully promotes children's safety and well-being.

It is not yet good because

- The staff have not yet fully developed how individual children's next steps are taken forward in the planning. This means that challenging experiences are not consistently provided for all children.
- The process of self-evaluation is not yet extended to provide the nursery with a clear plan for ongoing improvement and development.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two rooms and chatted to children during their play.
- The inspector held regular discussions with the manager throughout the inspection.
- The inspector held discussions with some parents to receive their feedback.
- The inspector looked at a range of policies, records and development files

Inspector

Jeanette Brookfield

Full Report

Information about the setting

Leaps and Bounds Pre-School was registered in 2012. It is located in the Ellel Village Hall at Galgate Recreational Ground, Lancaster. Children have access to two dedicated playrooms by the entrance of the building. There is a fully enclosed outdoor play area within the perimeter of the building and the cricket and football fields are accessible, under the constant supervision of the pre-school staff. The pre-school is open each weekday from 8.45am to 3.15pm, Monday to Friday, term time only, offering a range of different sessions. The pre-school is registered on the Early Years Register and the compulsory parts of the Childcare Register. There are currently 21 children on roll in the early years age range. The setting supports children with special needs and/or disabilities and those for whom English is an additional language.

The setting employs four members of staff including the manager. Of these, three hold an early years qualification at level 3 and one member of staff holds Qualified Teacher Status. The setting provides training placements for students. The setting receives support and training from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide challenging and enjoyable experiences for children in all areas of learning and development by ensuring children's identified next steps are used consistently to inform planning so that children's progress is well supported and to quickly close any emerging gaps.

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

- devise and implement a thorough self-evaluation process which strengthens the links between identified priorities and plans for improvement that supports children's achievements over time.

Inspection judgements

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

Children settle quickly, and develop confidence, supported by reassuring and kind staff. The pre-school has sound settling-in procedures and the staff take time to give one to one attention to all children who have just started. Children have formed sound relationships

with both peers and staff who ensure children mix and socialise, for instance, during snack time and free play sessions. Children enjoy a varied range of activities which reflect their interests and choices and help them to make satisfactory progress in all the areas of learning.

The staff know the children's different needs and abilities and this enables them to make steady progress overall. The staff regularly observe and assess the children. This is collated as information and supportive photographs to show what the children can do. The staff use the Development Matters in the Early Years Foundation Stage guidance to assess where children are relevant to their age bands. However, these are not always used effectively to plan for children's next steps in their learning in sufficient depth and breadth so it consistently challenges children. Therefore, experiences and activities do not fully extend children's individual learning to enable them to make the best possible progress and to be ready for the next stages in their development. The manager and staff are aware of this and have developed new planning and observation documents which they are in the process of implementing. Parents are involved in their children's learning at home through the sharing of their daily diaries. These provide opportunities for them to extend the learning activities they do at home. This is well received by parents who feel involved and able to support their children's learning.

Children enter happily into this bright and spacious environment where the room is set out with a range of resources to attract their interest and encourage them to initiate their own play. Children represent their feelings through role play as they dress up and pretend to be pirates or firemen. Children play on the mat with the small world resources placing the figures in different settings, and giving them the names of their friends, these all support and enhance the children's imagination. The books are readily accessible and children look at these independently or together at story time where staff support them to join in and predict what is next. These all promote children's language, communication and listening skills well. Staff provide some challenge for challenge through the range of resources provided, for example, the different wooden blocks enable children to count, match and sequence. The range of jigsaws provides different levels of challenges for the children. These activities foster children's early understanding of maths and problem solving appropriately. Children are supported in developing their personal, social and emotional needs; communication, language and physical development; to be ready to move on in their next stage of learning.

Staff support children in developing their literacy and creative skills. Children enjoy making marks with coloured pencils and take part in a variety of arts and messy play activities. For example, they play in the sand and water tray and enjoy exploring with a variety of paints and making sticky collage pictures. Children are developing good friendship groups and play cooperatively with each other. They remind each other that they need to share, and staff give them time to resolve their own conflicts and consider each other's feelings without always intervening.

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

The staff's care practices support children to feel emotionally secure and effectively help them to be healthy. There are well-established key person roles. As a result, the children form close bonds and secure emotional attachments to the caring staff. They develop a good sense of well-being and belonging. Children confidently seek staff out for help when needed. They have a positive approach to new experiences, as well as following organised routines that build confidence. Children concentrate and persevere as they enjoy their activities, including those that they develop for themselves and those led by adults. Children respond well to the clear boundaries set for them. Children fetch their lunch boxes independently and hear gentle reminders to say 'thank you' when they are helped to open these.

Outdoor activities take place daily in the small outdoor space. Staff complete a safety check to ensure that outdoor areas are safe before children go out to play. A range of outdoor resources are available to the children and staff make good use of the limited space they have at present. Children have ample opportunity to develop their physical skills, such as, running, rolling balls through large tubes, jumping and climbing as they play on the crates in the outdoor area. They learn to take risks in a safe environment supported by staff.

Children know where things belong in the nursery and help with tidying away equipment when asked. The staff support children to become independent and achieve for themselves; they freely access the bathroom and wash their hands. Children are supported to keep themselves safe because staff remind them to sit carefully on their chairs and explain that they will hurt themselves if they tip over. Children show they feel safe in the nursery as they happily settle down on the carpet for story time before lunch. Staff support children's good understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. For example, children talk with staff about the healthy fresh fruit they are having for snack. Key persons prepare children for settling quickly into the group and later on to the next stage of their learning, effectively supporting individuals to transfer to school.

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

The manager is aware of her role and responsibility to keep children safe. She has attended safeguarding training and is aware of the signs and symptoms of abuse. The pre-school has a comprehensive safeguarding policy in place and the manager and staff have a clear understanding of the course of action they should take should they have any concerns regarding children's welfare. Risk assessments have been conducted and the staff ensure the premises are safe and secure. This means children are kept safe while in the setting.

Management follow a clear recruitment procedure; all staff and students have appropriate checks completed to ensure their suitability to work with children. There is a sound understanding of the learning and development requirements, and the manager monitors the effectiveness of the provision, introducing new practice ideas where required, such as,

the implementation of new planning documentation. All staff within the pre-school have a childcare qualification which means children are supported by staff who understand about child development.

The manager displays a positive approach to reviewing and evaluating services to ensure the needs of children are met and some action plans are identified which highlights the key areas for development. For example, management have applied for, and succeeded in, receiving a grant to enhance the outdoor environment further. However, self-evaluation is not yet currently undertaken in any structured way to secure the in-depth focus in order to effectively target and sustain improvement and improve outcomes and opportunities for children.

The pre-school has established appropriate relationships with parents to ensure there is a two-way flow of information to meet children's needs. Parents comment that they are extremely happy with the group and have the utmost trust and confidence in the staff. Staff demonstrate a sound understanding of the benefits of linking with other providers where children receive care and education in more than one setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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.

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	EY450730
Local authority	Lancashire
Inspection number	889997
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	21
Name of provider	Leaps & Bounds Preschool CIC
Date of previous inspection	not applicable
Telephone number	07968 397493

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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

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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