

Anchorsholme Pre-School, Out of School and Holiday Club

Anchorsholme Primary School, East Pines Drive, THORNTON-CLEVELEYS, Lancashire, FY5 3RX

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|--------------------------|------------|
| Inspection date | 11/08/2014 |
| Previous inspection date | 17/03/2010 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| 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 | | 2 |

The quality and standards of the early years provision

This provision is good

- Teaching is good because learning experiences are tailored to meet children's individual needs. This means children make good progress given their starting points.
- The key-person system is highly effective and children's social and emotional needs are well met. Children's relationships with staff are excellent and this fosters a sense of belonging. Children are confident and thoroughly enjoy their time at the pre-school.
- The manager uses a range of effective strategies to produce ongoing improvements across the pre-school. The manager involves children, parents and staff to ensure priorities are identified and focused on teaching.
- Children are kept safe from harm because staff understand how to manage risks and protect children's health and safety. Staff have a robust and secure understanding of safeguarding procedures to ensure children's welfare is a priority.

It is not yet outstanding because

- The outdoor areas are not fully developed to reflect the good learning environment indoors.

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 children's arrival time and activities in the indoor and outdoor play areas.
- The inspector spoke to the children, parents and members of staff.
- The inspector reviewed records of the children's assessment and planning and regulatory records, including adult qualifications and suitability to work with children and the setting's safeguarding policy.
- The inspector conducted a joint observation with the manager of an adult-led activity.

Inspector

Cath Palser

Full report

Information about the setting

Anchorsholme Pre-School, Out of School and Holiday Club was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the grounds of Anchorsholme Primary School in the Thornton Cleveleys area of Lancashire. The pre-school serves the local area and is accessible to all children. It operates from two activity rooms and an adjacent grassed area available for outdoor play. Children attend for a variety of sessions. The pre-school is open from 7.30am to 6pm each weekday, during term time only. There is also an out of school club operating from 3.15pm to 5.30pm for children from eight to 11 years of age. The holiday club functions each school holiday from 7.30am to 6pm. There are currently 52 children on roll, 13 of whom are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, including two with Qualified Teacher Status.

What the setting needs to do to improve further

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

- enhance the outdoor provision to reflect the good learning environment that is available indoors, for example, by increasing resources to foster their early writing, mathematics and literacy development.

Inspection judgements

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

The enthusiastic and friendly staff provide the children with a rich and purposeful learning environment indoors that is organised to support all children to make very good progress. The pre-school is very welcoming and children settle quickly, as their emotional needs are well met. For example, staff greet parents and children with warmth and enthusiasm. Children's development is supported well because staff have a secure knowledge and understanding of how to promote learning and development, which they use to plan for all children. As a result, children are confident and motivated to learn. Robust observations and assessments are used to accurately identify children's knowledge, skills, interests and abilities and any gaps in their learning. As a result, all children, including those with special educational needs and/or disabilities and children who speak English as an additional language, make good progress. Staff also complete the progress check for children between the ages of two and three years to ensure that any need for early intervention can be identified. Information is shared well between the pre-school and parents. This is used to plan individual children's next steps in learning, and where appropriate, to complement their time at school.

Staff give high priority to working in partnership with parents. Children's starting points and ongoing information are regularly discussed, and the staff do their utmost to nurture children's changing interests, for example, providing fire fighter resources and small world figures. In addition, staff encourage parents to support their children's learning at home, for example, as they read fairytale books and attend workshops to help promote communication and language skills. Consequently, children make very good progress in their language and early literature skills. Staff engage children in purposeful dialogue, giving them individual time and attention. They challenge children to think and find out more, for example, as they talk about different textures and make different patterns and shapes in the shaving foam. As a result, children develop critical thinking skills and curiosity. In the main, the environment is planned with a good range of resources which offer children opportunities to explore and develop their imagination and creative skills, such as the 'imagination gate', sensory exploration and nature garden. Children are encouraged to express their ideas and use their imagination because staff provide resources for them to play with as they wish, for example, as they sit on logs and pretend to go on a train journey. Staff give high priority to children's personal and emotional well-being, particularly when considering young children's development needs. As a result, even children who are less confident and attend less often are making good progress. Children socialise very well as they sit together at mealtimes. As a result, they feel a sense of belonging.

Staff set challenges through activities, for example, as they work out the day of the week. Consequently, children develop an understanding of mathematical concepts as they show self-motivation and keep trying. Children have access to a range of information and communication technology equipment. Staff communicate and interact with the children well and join in with their play, for example, as children pretend to be fire fighters and put out imaginary fires. Consequently, children are confident to speak about their interests and opinions, and thrive as they feel listened to and valued. Resources are clearly labelled and laminated signage cards are used indoors, with supporting comments and questions. For example, in the sand and water areas, there are examples for staff of ideas for using the equipment to supplement children's play ideas. The indoor environment is rich in words, signs and symbols and has a range of good quality, interesting books that are planned to appeal to children's interests. Staff encourage children to practise their knowledge of letters, for example, as they hunt for letters in the water. Consequently, children learn that print has a meaning as they find out more about the world around them, helping develop their skills in readiness for school. However, the outdoor environment does not fully reflect the stimulating environment that is offered indoors. For example, there are fewer resources to foster their early writing, mathematics and literacy development. Staff provide children with clear instructions, for example, as they put on their coats to play outside and provide children with a visual timeline. Consequently, children develop very good listening skills and cooperate as they anticipate routines. The range of resources provided throughout the setting give children opportunities to develop their fine and gross motor skills and become physically active. For example, children pour their own drinks and use large play equipment with safety. As a result, they gain good balance and coordination and key skills to support their learning. Children have access to the vegetable and nature gardens. They experience living things as they observe newborn ducklings and grow fruit and vegetables.

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

Children are supported well with their care and well-being. Children have very good relations, with the friendly, caring staff and they invite staff to join in their play and eat together at mealtimes. Consequently, children are all seen to enjoy their time at the pre-school. Children are encouraged to be independent learners and manage their own personal needs, for example, as children line up patiently, ready to go outdoors, and wash their hands before meals. Staff are very good role models and clearly communicate the good expectations of the setting. As a result, children's behaviour is very good. Children share and take turns and show respect to others, for example, as they offer to pour each other drinks. They respond quickly to the staff when they are given reminders of the ground rules, and as a result, they learn to keep themselves safe. There are a wide range of activities and resources available for children to choose from each day. Consequently, children show they feel secure and confident in the pre-school. There are many opportunities for children to initiate their own play. Staff provide a good balance between quieter activities, such as talking in the playhouse, and more energetic activities, such as cycling and climbing.

Staff encourage strong links with the school and parents, and as a result, children are supported well with their care and well-being. Parents say their children are eager to go to the pre-school and that they are happy and confident. Parents are introduced to their child's key person from the beginning of the placement and invited to share information regarding children's starting points. This enables staff to offer children experiences that reflect their individual needs and interests, and therefore, children settle in well. Ongoing information regarding children's progress and achievements are shared daily and at parents' evenings. Parents praise the staff and say they are happy with the information shared, including ideas that they can try at home with their children, for example, sharing fairytales together. Children's art and creations are displayed throughout the setting and as a result, children feel a sense of belonging and pride.

Staff have high aspirations of the children, and are very good role models, showing kindness, respect and a genuine interest in the children. They reinforce good behaviour by offering praise, for example, as children play cooperatively. Children express their own ideas and use their imaginations with pleasure as they pretend to be fire fighters, go shopping and drive trains. Staff remind children to kick the ball safely and watch where they cycle. Consequently, children learn a good awareness of their personal safety and risk taking, and therefore, are well prepared for school. Children have access to a very good range of physical activities outdoors. For example, they can use the climbing frame and balancing equipment and enjoy accessing the garden area to plant and dig. Staff talk with the children about healthy eating and are actively contributing to children developing healthy lifestyles. Parents are invited to bring healthy lunch boxes and children have access to water to maintain their good health throughout the day. Detailed risk assessments are carried out to identify potential risks and minimise accidents and incidents. As a result, the contribution to children's well-being is good.

The effectiveness of the leadership and management of the early years

provision

The safeguarding and welfare requirements are given high priority as staff have a very good knowledge and understanding of their role in safeguarding children. This includes the procedures regarding the use of mobile phones and cameras in the setting. All staff working directly with the children hold relevant qualifications to at least a level 3 and have completed safeguarding training. As a result, children are protected from harm. Staff are meticulous at assessing and managing risks. For example, they use disposable aprons at mealtimes, and encourage children to wash their hands to avoid cross-contamination. Children's medical needs are documented and all necessary regulatory documentation, including Disclosing and Barring Service checks, is well maintained.

Staff understand their responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. They provide good care and a range of appropriate activities that complement the needs of the different range of children who attend. Assessment and planning are monitored for consistency and rigorous tracking of children's progress is reviewed to identify the need for any possible intervention. Staff meetings are held to discuss the children's progress and plans for their next steps in learning. Therefore, children make good progress from their starting points, and any gaps identified are closing quickly.

The setting has made strong improvement since the last inspection, demonstrating a commitment to continuous improvement. There is a system of self-evaluation, with a high emphasis on involving all staff, parents and children in working together to develop the quality of the setting. Parents praise the pre-school for the work they do following guidance from health professionals. They are happy with the information shared regularly regarding their children's achievements and milestones. The pre-school works closely with the reception teacher to ensure transition documents are prepared, ready for children to start school. The pre-school offers visual displays to help children become familiar with their routines and new teachers. As a result, children are prepared well for their journey on to school.

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 | 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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

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| Unique reference number | EY396665 |
| Local authority | Blackpool |
| Inspection number | 879278 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 40 |
| Number of children on roll | 52 |
| Name of provider | Happy Days Lancashire Limited |
| Date of previous inspection | 17/03/2010 |
| Telephone number | 01253829295 |

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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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