

Blue Bear Pre-School

Strike Lane Primary School, Strike Lane, Freckleton, PRESTON, PR4 1HR

Inspection date	11/09/2014
Previous inspection date	24/02/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The spacious, welcoming environment, supports children's all-round development and emotional well-being and provides a range of experiences that develop children's growing independence.
- Children enjoy positive and warm relationships with staff. Each child has a key person who understands their unique needs and is kind and caring, which helps them feel secure. As a result, all children settle well to activities on arrival.
- Children's communication and language development is especially well supported through an environment full of text, books, phonics and rich conversation and questioning with staff.
- Strong relationships with parents ensure they are fully engaged in their children's learning in the setting and at home. Their contributions are valued and significantly contribute to the planning and assessment of their children.
- The staff have a secure knowledge of the areas of learning and a clear understanding of how children learn. Their good quality observation, planning and assessment provides imaginative and stimulating activities that engages children and enables them to make good progress.

It is not yet outstanding because

- The good range of activities in the outdoor environment does not fully expand children's knowledge and use of numbers in play.

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 activities in the two main rooms, dining canteen and outside area.
- The inspector spoke with the provider, manager, staff and children at appropriate times throughout the observations.
- The inspector checked evidence of staff's suitability to work with children, the provider's self-evaluation form and self-identified development plan.
- The inspector looked at children's observation files, planning documentation and a range of other records, policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kathy Leatherbarrow

Full report

Information about the setting

Blue Bear Pre-school is a village pre-school situated within Strike Lane Primary School in Freckleton, near Preston. It registered in 2006 on the Early Years Register. The setting operates from within a dedicated unit on within the school grounds. The pre-school have their own outdoor play area and access to the school playground. The times of operation are between 7.45am until 5.30pm during term time, with children attending a variety of sessions. There are currently 74 children on roll aged between 6 months to five years. The pre-school provides funded early education for two-, three- and four-year-old children. The setting employs nine members of staff, all staff have early years qualifications to level 3. The manager holds an early years degree and Early Years Professional status.

What the setting needs to do to improve further

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

- increase the range of activities outdoors to expand children's knowledge and use of numbers.

Inspection judgements

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

Staff have a very good understanding of the Early Years Foundation Stage and the seven areas of learning. They use their secure knowledge to regularly observe and assess children's progress and effectively plan suitably challenging activities, which support children to make good progress. Children's learning journals contain a range of information, including annotated photographs and written observations. Children are interested and keen learners who display the characteristics of effective learning as staffs teaching nurtures their play. Children's progress in the prime areas of learning ensures they have the key skills needed for the next steps in their learning, including school when they reach that stage. Children are effectively supported in the acquisition of communication and language skills and in their physical, personal, social and emotional development. Staff effectively engage children in conversations about their thoughts and ideas, exploring their imagination as they take off their shoes and socks in the sand and pended they are on the beach splashing in the waves, playing ball and making sandcastles. Children have a rich vocabulary as staff effectively introduce new words through play. For example, they use words, such as, wet, cold, darker and sticks as the describe how the sand changes when they add water. Children choose to look at books and listen to stories read to them individually and in small groups with indoors and outdoors. Staff read stories with enthusiasm, capturing children's imagination and extending their knowledge and comprehension as they discuss the story and what might happen next.

Children enjoy painting, writing, drawing and model making using a range of readily available materials, including pens, crayons, chalks and recyclable items. Staff effectively support and encourage children's early phonics and writing skills as the majority of pre-school children can write their own name and eagerly take part in some phonics activities looking at letters and sounds. Children develop physical skills as they manipulate, roll and cut dough, and becoming confident with scissors. Staff effectively encourage younger children to hold chalks correctly as they begin to chalk recognisable circles and lines on the pavements outdoors. Young children are introduced to number as they count 'one, two, three go', in play and most older children can confidently count to 10. However, the outdoor environment does not fully enhance children's knowledge and use of numbers. Children increase their understanding of the world as they care for flowers that they grow, explore nature within the bugs dens using magnifying glasses to see and discuss the details.

Parents spoken to at the inspection feel all the staff are very caring and are exceptional at preparing their children with the skills for school. A flexible induction process helps them to settle their child in to the setting. Parents are well informed about the Early Years Foundation Stage. This is because, staff explain how different activities promote children's development. Staff encourage parents to support and share information about their children's learning and development at home through the use of imaginative story sacks. Parents provide some detailed written records and photographs of their child's participation and learning during these activities at home. Every day, parents receive information about what their child has been doing. Parents have additional access to a wealth of information about the pre-school on noticeboards, in readily available files, visual aids and the website.

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

All children, even those new to the pre-school, settle easily in this attractive, welcoming pre-school. This is because each child has a named staff member who works closely with their parents to develop a good understanding of their unique needs. Children form secure emotional attachments with their key person who works closely with them. Young children, new to the pre-school are given comfort, time and reassurance as they settle for the first time away from their parents. Older children are empathetic as they take care of new children, showing them where to access resources and what is expected at lunchtime. They receive praise for achievements and positive behaviour, which promotes their self-esteem.

Children are becoming competent at managing their personal needs relative to their ages. For example, children appropriately help themselves to tissues and wash their hands. Staff successfully promote children's independence skills as they enable children to access the school canteen for lunch. They confidently carry their own tray, make very good attempts at feeding themselves and pouring their own drinks. Staff effectively teach children the importance of a healthy diet as they discuss the benefits of fresh fruit and vegetables. Staff are aware of each child's individual health or dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately. Staff have put a strong emphasis on outdoor play and how this benefits children's

understanding of the need for physical exercise. They use tyres, crates, planks and wooden beams to construct obstacle courses as they climb over tunnels; they move stones in wheelbarrows to create a pebble beach in the sand; fill water from the butt to add to sand and pour down drain pipes, and make full use of the mud kitchen and sensory garden.

Children feel safe and secure as they make independent choices, such as what to play with and where to play. This is because their key person takes time to ensure they feel comfortable and happy in order to settle well. Children behave very well as all staff are consistent in their approach, offering lots of praise and encouragement. For example, toddlers beam with delight after being awarded a sticker for their efforts with toilet training. Children understand that they need to put toys away before they can get more out so they don't hurt themselves. Staff have established strong relationships with the teaching staff of the school and adopted some of their teaching techniques to ensure children to ensure transitions for children are smooth. This ensures children are well-supported by staff to move on to other settings and to school and are, therefore, well-prepared for the next stage in their learning.

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

The manager and staff have a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. Written risk assessments, which are regularly reviewed and followed, help staff to keep the pre-school suitable and safe for children. Robust recruitment and vetting, followed by in-depth induction, check staff's suitability to work with children. Arrangements for safeguarding children within the pre-school are robust. All staff have a clear awareness of child protection and there is always a named member of staff on site to support them. This is because priority has been given to training all staff in a range of safeguarding courses and the manager to a higher level in safeguarding. Posters are displayed as reminders about what to do if worried a child is being abused, and the manager is clear about the procedures to follow should a complaint or an allegation made against a member of staff.

Children are cared for in a spacious and attractively set out environment with a wide range of accessible resources. This enables children to move freely around and access a broad range of experiences. Children also enjoy direct access to outdoors in all weathers. In addition, a key person individually plans enhancement activities for each child based on their good knowledge of the child's abilities. Staff demonstrate a secure understanding of the areas of learning and how children learn. They effectively support children to make good progress towards the early learning goals.

One of the main strengths of the pre-school is the staff's passion and dedication to the children. They are led by a manager who works directly with the children, providing an exceptional role model and ensuring their individual needs are identified and met. This enables support for staff and oversees the assessment and planning systems to ensure they are effective. The manager has a strong drive and ability to build on their success and good practice. They seek and make good use of staff, parents and children's views to

effectively identify areas for improvement. On return from training, staff share what they have learnt with other staff in order to benefit the team. For example, the manager has just completed cohort tracking training, this has been cascaded to other staff members along with a new system to track cohorts of children in order to monitor the benefits to all children. The manager and staff team have a very good capacity to maintain improvement. There are strong links between identified priorities and plans for improvement, that will support children's achievements over time. Parents and children feed into the evaluation system. Partnerships with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs and securing the support they need.

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

Unique reference number	EY339181
Local authority	Lancashire
Inspection number	983010
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	74
Name of provider	Blue Bear Pre-school
Date of previous inspection	24/02/2012
Telephone number	07952 268667

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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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