

# Bare Necessities Pre-School Playgroup

Bare Methodist Church Hall, St Margarets Road, Bare, Morecambe, Lancashire, LA4 6EF

## Inspection date

28 January 2015

Previous inspection date

2 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Staff demonstrate a secure knowledge of the areas of learning and plan effectively to support children's development and continued good progress.
- Staff provide a positive and caring atmosphere, and develop close attachments and a strong bond with the children. As a result, children feel safe and secure, and settle easily in to the pre-school sessions.
- Staff provide exciting learning opportunities for children by using available outside areas. Children are active and enjoy fresh air and exercise daily.
- Safeguarding is good because staff understand the procedures and ensure children play in a safe and secure environment.
- Partnerships with parents are good. Parents feel involved in many aspects of the pre-school and their children's learning. They feel valued and respected and highly compliment the staff on the service they provide.

### It is not yet outstanding because:

- Although the pre-school has already formed some effective links with the other settings children attend, arrangements for securing a stronger working partnership to wholly ensure children receive consistent learning support is not fully established.
- Staff do not always use daily routines, such as snack time to fully support children's independence or help them further extend their numeracy skills.

## What the setting needs to do to improve further

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

- extend the already good opportunities for engaging with the other settings children attend by introducing more formal sharing of progress to complement children's learning and development
- review the practical routines undertaken by children to further support their independence and mathematical development.

### Inspection activities

- The inspector observed children playing in the main room, quiet room and the long room.
- The inspector held discussions with the manager, the staff and the children throughout the session.
- The inspector completed a tour of the premises and conducted a joint observation with the manager.
- The inspector took account of the views of parents who were spoken to on the day of the inspection.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the policies and procedures for the setting, and the documented self-evaluation systems that support the service.

### Inspector

Carys Millican

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good. Staff have a good understanding of the learning and development requirements. They put this knowledge to good use while providing children with a wide range of activities. Therefore, children are effectively supported to play and explore, become active learners, and creative and critical thinkers. Staff listen to children and use their interests to provide new and exciting play opportunities. Children use their imagination by dressing up as a favourite character and act out real life experiences in the home-corner hairdressing salon. Staff support their creativity further by asking them questions, and extending and reinforcing words to promote their communication and language. Staff encourage children to be independent and support their mathematical learning, however, there are opportunities during practical routines to further extend their learning. Partnership with parents is good. Staff encourage parents to continue to support children's learning at home and to share their achievements with them so they can celebrate them at circle time and add this important information to progress records.

### **The contribution of the early years provision to the well-being of children is good**

Close relationships are developed with children. Staff are very supportive, kind and caring. Therefore, children settle with ease and their emotional well-being is fostered. Staff create an environment that is safe, welcoming, well organised and well resourced. They take every opportunity to take children outside in the fresh air. They walk to the gardens of a nearby church hall where children enjoy physical activities, and explore and investigate using their senses. Staff encourage healthy eating and discuss safety with the children. Children are well behaved. The positive strategies used by staff promote children's confidence and self-esteem. Staff help children to share and take turns and to develop positive attitudes, such as helping each other tidy up, which prepares them for their future move into full-time nursery education.

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

Staff have a secure knowledge of the safeguarding and welfare requirements, therefore, children are kept safe and secure. Staff understand what they must do if they have any concerns about any child in their care. All documents, records, policies and procedures are effectively maintained and robust recruitment and suitability procedures again ensure children's safety and well-being. Staff successfully track and monitor children's progress to ensure any gaps in their learning are quickly identified and help obtained from specialist practitioners. The planning and assessment arrangements are accurate, focused and identify the next steps in children's learning. However, information to complement the learning taking place in other settings is not formally shared. Reflective self-evaluation accurately identifies the pre-school's strengths and areas for improvement. The supervision and assessment of staff's performance shows clearly how qualifications and training contribute to staff's continued good quality of teaching.

## Setting details

<b>Unique reference number</b>	309226
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	976116
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Bare Necessities Pre-School Playgroup Committee
<b>Date of previous inspection</b>	2 May 2014
<b>Telephone number</b>	01524 415 975

Bare Necessities Pre-School Playgroup was registered in 1978. It operates from the first floor rooms in Bare Methodist Church Hall. The pre-school opens Monday to Friday, term time only. Sessions are on Monday, Wednesday, Thursday and Friday from 9.15am until 1pm, and on Tuesday from 12 noon until 3.45pm. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. In total, six staff work at the pre-school, five of whom hold relevant qualifications.

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