

Bolton-le-Sands Pre-School



Off Packet Lane, Bolton-le-Sands, Carnforth, Lancashire, LA5 8DW

Inspection date

11 May 2015

Previous inspection date

29 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children's emotional well-being is effectively nurtured. Key persons are carefully chosen once children express their preferences for particular members of staff. Therefore, children form extremely secure attachments and feel fully assured as parents leave.
- Staff have a good understanding of how children learn. They plan a wide range of activities and experiences for children to engage in, that are shaped to their learning needs and interests. As a result, all children make good progress and are ready for the next stages in their learning.
- Children are highly valued. Their achievements and good work are celebrated on the 'wow look at me' display. Furthermore, children are encouraged to share information about themselves and their family with their friends. Therefore, children develop high levels of self-confidence and respect each other's uniqueness.
- Effective communication, detailed home-link books and regular newsletters keep parents well informed of their children's day. Staff provide information on how children's learning can be extended at home. They regularly engage parents in taking part in projects with their children at home to complement their learning at pre-school.

It is not yet outstanding because:

- When children are developing their own play themes they are not always provided with additional resources in order to prevent any occasional conflicts that arise.
- Children do not have enough opportunities to find out about living things and the environment.

What the setting needs to do to improve further

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

- enhance the number of resources made available to children when they are developing their own play themes, so that any occasional conflicts are eliminated
- maximise the opportunities for children to learn about living things and the environment, for example, by constantly replenishing food in the bird feeders in the outdoor environment, so that children are able to observe and talk about the birds in their natural world.

Inspection activities

- The inspector toured the pre-school.
- The inspector took account of the views from parents and carers spoken to on the day of the inspection.
- The inspector conducted a joint observation with the deputy manager of the pre-school during an outdoor activity.
- The inspector observed children during their freely chosen activities both indoors and outside.
- The inspector held a meeting with the manager of the pre-school.
- A range of documents were examined by the inspector. These included children's learning files, evidence of suitability checks, a record of staff training, the policies and procedures and self-evaluation documents.

Inspector

Charlotte Bowe

Inspection findings

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

Children's curiosity and passion for learning is ignited by the range of challenging and fun activities that staff provide. Staff skilfully enhance the outdoor area to support children in building upon their prior learning. Children independently collect stones and twigs to make a pretend fire. They imitate what has been seen before as they poke the fire using a long stick. Children are sociable with one another and, on the whole, play cooperatively when engaging in the same theme. However, when children pour water on the pretend fire, some children become frustrated because the intention of their theme is to keep the fire alight. Staff swiftly intervene to resolve any occasional conflicts that arise. However, they do not always provide additional resources to support each child in developing their own play themes. Children take a special interest in the bird feeders hanging in the garden and staff explain how the birds come and take the food. However, these are not always replenished with food so that children can observe and talk about this.

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

Staff are friendly, caring and kind. They are dedicated to ensuring that children are happy and settled through induction procedures that are tailored to their needs. Healthy lifestyles are highly promoted. Staff provide a weekly challenge for children to engage in that supports them in staying healthy. For example, children learn about the importance of having a good night's sleep each night. Children take regular exercise in the freely accessible outdoor area. They begin to manage risks for themselves when walking along the wooden train, balancing on the tyres and walking up the steps. Children are emotionally prepared for their move to school. Reception aged children are invited into the setting to talk to the children about what school is like. Areas of play are enhanced with uniforms and books about starting school. Furthermore, staff take children for regular visits to school so that they become familiar with the environment and the teachers.

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

Managers and leaders invest highly in the whole staff team and support staff in extending their knowledge and skills. Early years related topics are researched by managers and communicated at staff meetings. This ensures that staff refresh and extend their already good knowledge. The highly-qualified staff team members are dedicated to their roles. Their weekly evaluations of activities, peer observations and regular supervision meetings clearly identify what works well and what needs to be improved. The staff use this information to make effective enhancements to improve practice. Therefore, the quality of teaching is good. Children's progress is monitored at every level to swiftly identify and support any gaps in learning. Staff show a high regard for the safety of the children in their care. Daily visual checks and twice weekly risk assessments ensure that play areas are safe. Recruitment procedures are robust and staff are knowledgeable in protecting children from harm. Good links with the local school ensure that children's care and learning needs are effectively shared to complement children's learning.

Setting details

Unique reference number	309240
Local authority	Lancashire
Inspection number	864912
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	114
Name of provider	Bolton-le-Sands Pre-School Committee
Date of previous inspection	29 March 2012
Telephone number	01524 824 907

Bolton-le-Sands Pre-School was registered in 1992. The pre-school employs eight members of childcare staff. Of these, six hold appropriate qualifications at levels 2 and 3. The manager holds Early Years Professional status and the deputy manager holds a qualification at level 6. The pre-school is open Monday to Friday, during term time. Sessions are from 9am to 3pm. The pre-school offers before and after school care from 8am to 8.50am and 3.20pm to 6pm for school-aged children. A holiday club operates throughout the school holidays, from 8am to 6pm, with the exception of the Christmas holidays and bank holidays. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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