

Leaps & Bounds Preschool

Galgate Village Hall, Main Road, Galgate, Lancaster, LA2 0LQ



Inspection date

19 November 2015

Previous inspection date

19 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are highly qualified and use their knowledge and skills very well to help children learn and develop. They are supported, through supervision and training opportunities, to enhance the effectiveness of their teaching even further.
- The quality of teaching is consistently strong. All staff have a firm understanding of how children learn and use their quality interactions with children to support their all-round learning.
- The learning environment is bright, welcoming and thoughtfully presented. A wide range of interesting and varied resources are easily accessible, which help to promote children's independent choices and ability to explore their ideas. Children are keen, motivated learners.
- Children behave very well and show they understand the rules and expected behaviour. They play cooperatively with their peers and begin to form flourishing friendships.
- Detailed monitoring of children's progress helps to ensure that any gaps in development are swiftly identified and targeted for ongoing planning or additional support.
- Partnerships in place with other professionals and early years providers children attend are effective. Good information sharing means all those involved are aware of children's care and learning needs.

It is not yet outstanding because:

- Staff do not consistently obtain all relevant information from parents when children first start, to enable them to complement children's full range of learning experiences.

What the setting needs to do to improve further

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

- strengthen partnerships with parents by gathering even more information when children first start, to ensure that children's learning is fully supported.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during freely chosen play, planned activities and during snack time and lunchtime.
- The inspector carried out joint observations with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager is the designated person for dealing with safeguarding issues. She ensures that staff have a secure understanding of how to manage and minimise any risks to children. This is achieved through training opportunities, discussions at staff meetings and supervision sessions. The manager and staff team are highly reflective. Various systems of self-evaluation help to maintain continuous improvement and outcomes for children. Self-evaluation successfully identifies and ensures areas for improvement are swiftly identified and planned for. The manager reviews the range of activities provided and is well supported by her deputy manager to set actions and drive improvements. This helps to promote children's outcomes over time.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's learning. This information is used very well to inform planning that reflects children's individual interests and styles of learning. Staff support children's communication skills very well. They use a wide range of teaching techniques to support and encourage children's language skills. For example, children enjoy practising letter sounds and exploring a range of items connected with the letter of the week. This also helps children to develop their literacy and early reading skills. Staff provide many opportunities for children to explore their imaginative skills. Children get into character and begin to act out storylines. Staff extend this by presenting ideas to children using their known interests. Staff provide parents with lots of information regarding their children's development and ways learning can be supported at home. However, staff do not always seek out all relevant information when children first start, in order to support their learning even further. Children make good progress towards the early learning goals and have an enthusiastic and motivated approach to learning.

Personal development, behaviour and welfare are good

All staff provide high levels of care. They respond well to children's physical needs, recognising when they require support with tasks, such as help pouring drinks. Children's emotional needs are supported well. An effective key-person system helps children feel secure, settle quickly and benefit from trusting relationships with staff. Children's independence skills are fostered well. For example, they enjoy the responsibility of preparing their own snack, ably spreading the butter on their crackers. This helps them to develop confidence in carrying out simple tasks for themselves. Children have plenty of outdoor play, which contributes to their good health and physical well-being. They use a wide range of resources and develop their understanding of how to take well-managed risks. For example, they negotiate height and use their balancing skills as they climb on the large apparatus at the local park.

Outcomes for children are good

Children are confident, happy to learn and make good progress in their learning. Staff provide many opportunities that help to prepare children well with the skills and knowledge they require in readiness for school.

Setting details

Unique reference number	EY450730
Local authority	Lancashire
Inspection number	1028064
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	21
Name of provider	Leaps & Bounds Preschool CIC
Date of previous inspection	19 April 2013
Telephone number	01524 752408 07968 397493

Leaps and Bounds Preschool has been registered since 2012. The pre-school employs four members of childcare staff. Of these, all hold relevant early years qualifications, including three members of staff who hold Qualified Teacher Status. The manager is qualified to level 3. The pre-school opens from Monday to Friday, term time only. Morning sessions run from 9.15am to 12.15pm and sessions are from 12.15pm to 3.15pm in the afternoon. The pre-school also offers an early session start of 8.45am. The pre-school receives funding for two-, three- and four-year-old children.

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