

# St Bernadette's Pre-School

St Bernadette's Primary School, Devonshire Road, Blackpool, Lancashire, FY2 0AJ



<b>Inspection date</b>	3 December 2015
Previous inspection date	20 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 manage times of change well, such as when children move between rooms or on to school. They ensure children's emotional well-being is given a high priority.
- Children behave well and show respect for their environment and others. Behaviour-management procedures are effective. Staff adapt their approach depending on the age and development level of the children.
- Staff have high expectations of what children can do and achieve. They encourage all children to make regular choices and develop their independence. Children often spend extended time engaged in self-chosen activities.
- Staff respond to the emerging interests of children. They provide well-thought-out activities and experiences that help encourage children to explore all the areas of the room. All children make good progress.
- Leaders have a clear vision for the setting. They involve the whole staff team, parents and children when evaluating the service and deciding on areas of practice to develop even further.
- Staff work in partnership with parents to ensure individual routines, especially in the baby room, are carried out consistently between home and nursery. Parents are encouraged to contribute to their children's learning and staff use the information provided to plan future activities.

### It is not yet outstanding because:

- On occasion, adult-led activities are not organised as well as possible to maximise learning opportunities for all children.

## What the setting needs to do to improve further

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

- improve opportunities for adult-led activities, to help promote children's learning even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Estelle Noblett

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders have developed effective links with other professionals and agencies. Disabled children and those with special educational needs are well supported within the setting. Leaders send staff on specialist training to help them to support the varying needs of these children successfully. Staff benefit from a robust supervision system that promotes good partnership working between themselves and the management team. They meet with senior staff regularly to assess the progress of each of their key children. Leaders guide staff in setting appropriate next steps for each child's future learning. Leaders have a very good understanding of what progress individuals and identified groups of children are making. The staff team is well qualified and this has a positive impact on their ability to use a range of teaching methods to support children's learning. The arrangements for safeguarding are effective. Leaders are aware of current legislation and regularly update the staff team to help ensure their knowledge is strong.

### Quality of teaching, learning and assessment is good

Children play in a warm and welcoming environment. The resources are organised so that even the very youngest children can make choices during their play. The outdoor environment is used as an extension to the indoor rooms and children benefit from this. Staff collect initial information regarding starting points when children first join the setting. This helps them to plan appropriate activities and experiences that engage children from the start. Children are further challenged by a range of teaching strategies. Staff use this effectively to extend their understanding and develop their communication skills. Children are also provided with opportunities to develop their problem-solving and exploratory skills during a wide range of activities and experiences. This helps them to become active learners that are keen to explore their wider environment.

### Personal development, behaviour and welfare are good

Staff have developed close relationships with the children. They feel confident to explore their environment knowing that they have the support of caring adults close by. Staff respond to children quickly and soothe them appropriately when necessary. Children learn about the importance of healthy eating. They comment on the vegetables at lunch time and talk about how the food helps to make them strong. Staff ensure that a high level of hygiene is maintained to help limit any cross-contamination or infection. Children are learning to interact with their peers appropriately. They are given gentle reminders and asked to think about how others may be feeling. Children benefit from regular physical exercise outdoors. They learn to take appropriate risks during their play and staff are on hand to support them.

### Outcomes for children are good

All children make good progress from their starting points and are working at expected levels. Children are ready, when the time comes, to move on to school.

## Setting details

<b>Unique reference number</b>	EY258888
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	860482
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	45
<b>Number of children on roll</b>	68
<b>Name of provider</b>	St Bernadette's Pre-School Nursery Committee
<b>Date of previous inspection</b>	20 October 2011
<b>Telephone number</b>	01253 357 891

St Bernadette's Pre-School was registered in 2003. The nursery employs 22 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 or 3, including one with Early Years Professional status and one with a level 6 qualification. The nursery opens from Monday to Friday 49 weeks a year. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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