

# Ladybridge Pre-School

Ladybridge Community Centre, Beaumont Drive, Bolton, BL3 4RZ



## Inspection date

Previous inspection date

9 September 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff support children well and are extremely effective in helping them form secure emotional attachments. Children are confident and independent learners. Key persons know their children very well and meticulously apply strategies that meet their individual needs.
- Partnerships with parents are highly effective. Parents acknowledge the help and support given to their children by the staff and recognise that this enables them to be ready for school.
- The manager is highly motivated. She regularly evaluates the setting to help drive improvement. Teaching is strong and children make good progress towards their learning goals. Children are supported effectively and staff are quick to identify emerging need.
- Safeguarding is effective. Staff have a good knowledge of how to keep children safe.
- Partnerships with other professionals are extremely strong. Children's needs are effectively supported across all areas of their development.

### It is not yet outstanding because:

- Some less experienced staff are yet to build on their good skills to promote children's learning as well as possible.
- Staff do not fully provide opportunities for children to experience and develop their knowledge of technology.

## What the setting needs to do to improve further

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

- build upon newly qualified and less experienced staff's skills that support children's learning even further
- extend opportunities to enhance children's learning and experiences of technology.

### Inspection activities

- The inspector had a tour of the setting.
- 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 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 large group of parents and a childminder during the inspection and took account of their views.

### Inspector

Rachel Buckler

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know what to do if they are concerned about the welfare of children. Overall, good systems for monitoring staff performance are in place. The manager sets clear and ambitious targets for staff and facilitates training opportunities for them to improve their practice. There is a strong focus on monitoring children's progress to ensure that they achieve the best outcomes possible. Children's learning in the pre-school is complemented by excellent working partnerships with parents, other providers and schools. Both the provider and the manager demonstrate high expectations in relation to children's behaviour.

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

The quality of teaching is, generally, strong and developing consistently across the pre-school. Assessment of children is precise. Regular assessment and accurate planning for each individual child are evident. Children make good progress and achieve goals set for them through the planning of appropriate and challenging activities. Staff are especially skilled in listening to children and following their interests. This means that children engage fully in their learning. Children play outside with sand and they talk about making a home for worms. Staff model language and recall what the children are doing and saying, taking opportunities to extend their learning. The use of playing cards with numbers helps introduce mathematical concepts that further enhance other areas of the curriculum. The pre-school has a good selection of resources that provides intrigue and stimulation for the children, both indoors and outdoors. Overall, they are encouraged to explore and enjoy new experiences in their environment and during group activities.

### Personal development, behaviour and welfare are outstanding

Staff consistently and enthusiastically praise and affirm children. They celebrate their achievements and build children's self-esteem. They work exceptionally well to welcome and support children who are experiencing being away from parents for the first time. Children who are new to the pre-school settle very quickly and effectively as a result. Staff are highly and expertly skilled in helping children form strong attachments. The role of the key person is exceptional. Staff know their children extremely well and this is further supported by excellent relationships with parents. Staff encourage children to help themselves at snack time and provide healthy choices for them. Children learn how to cut their own fruit. They are fully supported by staff to be independent and confident in managing risks. Staff use their excellent knowledge of children's development to support them to understand their feelings. Children's behaviour is extremely positive.

### Outcomes for children are good

Children are making good progress from their starting points. They are developing important and key skills that support next steps in their learning, including transitions to school. Children are independent and enthusiastic learners who enjoy working together.

## Setting details

<b>Unique reference number</b>	EY476745
<b>Local authority</b>	Bolton
<b>Inspection number</b>	980050
<b>Type of provision</b>	Sessional 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 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Brilliant Babies Limited
<b>Registered person unique reference number</b>	RP533604
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01204660353

Ladybridge Pre-School was established in 1980 and was registered under its current ownership in 2014. It operates from the Community Centre in the Ladybridge area of Bolton, Greater Manchester. The pre-school is open Monday to Friday during term time, from 9am until midday. Six members of staff are employed to work directly with children, including the manager. Of these, three have early years qualifications to level 3 and one has early years teacher status. The pre-school provides funded early education for two-, three- and four-year-old children.

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