

# Anchorsholme Pre-School, Out of School and Holiday Club



Anchorsholme Primary School, East Pines Drive, THORNTON-CLEVELEYS, Lancashire, FY5 3RX

<b>Inspection date</b>	22 May 2017
Previous inspection date	11 August 2014

<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

- The owners demonstrate their commitment to providing a quality service for children. Since the last inspection, they have invested in new premises and equipment. The staff team receives plenty of support and encouragement. They contribute ideas to help make improvements and they feel valued.
- Children are cared for by high numbers of staff who have a wealth of childcare qualifications and experience. Teaching is good across the provision and some staff are particularly skilled at helping children make connections in their learning as they practise their early writing and mathematical skills.
- Partnerships with parents and other professionals are strong. Parents feel they are kept well informed and that they are supported well to prepare their children, as they move towards starting school.
- Staff understand the importance of their key-person responsibilities. Strong bonds have been established so that children feel safe. Children are eager explorers of their world.

### It is not yet outstanding because:

- Not all staff are skilful enough in their use of questioning as a tool to help children learn.
- Staff have not considered fully how they can build on children's understanding of the diversity within today's modern society.

## What the setting needs to do to improve further

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

- help staff to further develop their questioning skills so they are even better equipped to support children's learning
- help children to further develop their understanding of the similarities and differences in families and communities within and beyond their own.

### Inspection activities

- The inspector viewed activities throughout all areas of the premises and the outdoor play areas. He observed teaching and interactions between the staff and children and assessed the impact this has on their learning.
- The inspector spoke with members of staff including the cook and with children at appropriate times during the inspection. He also took account of the views of a number of parents spoken to on the day of the inspection.
- The inspector held meetings with one of the owners, two of the company's senior managers and the childcare manager. He also conducted a joint observation with the childcare manager.
- The inspector looked at children's registration records and the arrangements for recording and administering medication. He checked the evidence of the qualifications and the suitability of staff working in the setting and a range of other documentation, including records of complaints.
- The inspector checked the arrangements for staff who are trained in first aid and how effectively staff are deployed.

### Inspector

Frank Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff recruitment is robust and induction and staff development programmes ensure staff are familiar with their roles and the procedures to follow. They have a good understanding of policies for child protection and any steps they need to take to keep children safe while in their care. The premises is very clean and well maintained, staff are deployed effectively and a policy of staff not working alone means children are supervised effectively at all times. The staff team works in a harmonious way, which helps children feel safe. The regular monitoring of assessments of children's learning is in place. The management team is using this information to ensure the good progress of all children. Any additional funding to support those children most in need is used effectively.

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

Staff's very secure understanding of the way children learn through play underpins good quality learning for all children. Babies are supported to try new things. Staff spark their curiosity by encouraging them to explore shredded paper and crushed cereals. Parents are consulted when children first start to create an accurate overview of what children can do. Staff build on this by planning a range of fun and exciting learning opportunities to promote each child's progress. During water play, toddlers are invited to match the play animals. Staff extend their knowledge by inviting them to think about what else might live in water. They encourage children to try to pronounce new words, such as piranha. Pre-school children are supported in imaginative ways to write a number five and sound out first reading words, such as sat.

### Personal development, behaviour and welfare are good

Staff praise children regularly and encourage positive behaviour. For instance, they help children to show respect to each other and not talk over their friends during a discussion about pets. Children enjoy lots of opportunities to play outdoors. They are served freshly prepared snacks, such as soup and fruit. Toddlers are reminded how food builds their muscles and to follow good hygiene routines. Babies rest according to their individual needs and follow their unique routines.

### Outcomes for children are good

Children, including those who have special educational needs and/or disabilities, are supported well to make good progress. They are encouraged to develop their social, communication and talking skills. Children present as enthusiastic learners, eager to practise what they know, such as adding two and three fingers together. All children have plenty of chances to express their creativity using paint and making models with blocks. They swirl bubbles in water, delight in joining in songs and listening to stories. They develop skills which help build concentration and foster their future ability to learn.

## Setting details

<b>Unique reference number</b>	EY396665
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	1098552
<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 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Happy Days Lancashire Limited
<b>Registered person unique reference number</b>	RP529125
<b>Date of previous inspection</b>	11 August 2014
<b>Telephone number</b>	01253829295

Anchorsholme Pre-School, Out of School and Holiday Club registered in 2009 and relocated to new premises on the same site in 2016. The setting employs 22 members of childcare staff. Of these, one holds early years teacher status and 17 hold appropriate early years qualifications at level 2, 3, 4, 5 or 6. The setting opens from Monday to Friday, all year round, with the exception of bank holidays. Sessions are from 7am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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