

# Bolton Le Sands Pre-School



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

**Inspection date** 21 September 2017  
Previous inspection date 11 May 2015

<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

- Managers conduct peer observations regularly and use these as a tool to drive improvement and evaluate practice. Staff work effectively as a team and are developing the skills necessary to evaluate each other's quality of teaching.
- Staff complete a series of observations on children as they play. These help to inform planning and meet children's needs and interests. Children make good progress in their learning and development.
- Partnerships with parents are strong. Staff keep parents well informed and involve them fully in their children's care and learning.
- All children behave well and older children are acquiring the skills needed for school. They are taught to be polite and respectful to each other and adults. They learn to be patient; for example, when waiting in a queue to wash their hands before lunch.
- The key-person system is very effective. Children are given good emotional support when settling in to the pre-school. Strong bonds are established and children soon grow in confidence and become active learners.

### It is not yet outstanding because:

- Tracking systems to identify gaps in children's learning are in place and effective. However, there is scope to embed these more firmly and strengthen the accuracy of monitoring children's progress.
- On occasions, staff do not make the most of opportunities to extend children's thinking, to enable them to contribute and act on their own ideas.

## What the setting needs to do to improve further

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

- strengthen the tracking systems to show more clearly where children are in their development and highlight even more accurately potential gaps in learning
- use every opportunity to extend and enhance children's interests and ideas so that they become highly motivated, confident thinkers and learners.

### Inspection activities

- The inspector had a tour of the premises and spoke to staff and children throughout the inspection.
- The inspector observed the quality of teaching during activities inside and outside, and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held a meeting with the managers of the pre-school. She looked at relevant documentation, discussed self-evaluation and checked evidence records of staff qualifications and the suitability of staff and committee members.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Janice Caryl

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff show a clear understanding of the procedures to follow should they have a concern regarding the welfare of a child. Accident, incident and medication procedures are followed precisely. Parents comment that they are confident their children are safe in this warm, friendly and inviting setting. Recruitment procedures are robust. Thorough induction procedures help to ensure that all staff and committee members are aware of their roles and responsibilities. Managers consistently monitor and support staff effectively and offer supervision meetings for more in-depth discussions. They provide a good range of professional development opportunities to enable and inspire staff to improve their knowledge and skills.

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

Staff are well qualified. They have a good understanding of how children learn and how to extend their skills. For example, staff demonstrate how to use scissors, explaining how to open and close them. Children persevere and practise, developing good hand-and-eye control. Staff discuss with children what their favourite toys are and help them to cut out examples. Children learn new concepts and vocabulary, for instance, 'open' and 'shut'. Children take delight in exploring mud and soil outside. Staff teach children about the natural world. For example, they encourage children to dig and search for worms and insects. Staff ignite children's curiosity; for example, when they point out spider webs.

### Personal development, behaviour and welfare are good

Staff are caring and sensitive and support children effectively to develop a strong sense of belonging. They provide emotional support to new and younger children as they settle in to the routine of the day. Staff empower older children to help with small tasks, including assisting with and looking after younger children. Snack times are organised effectively and enable children uninterrupted time for play and learning. For example, when children are ready, they know to wash their hands and sit down to enjoy their snack. Children are taught about how to maintain healthy lifestyles. Staff encourage and motivate children to take part in activities that promote healthy eating and to take regular exercise. They involve parents to continue activities at home and reinforce learning.

### Outcomes for children are good

Children make good progress in their learning in relation to their starting points. They are acquiring the skills needed in preparation for their next stage in development, such as school. Children are confident, self-motivated and self-assured. They enjoy singing and learning each other's names. Younger children enjoy making and mixing dough, then moulding it into different shapes. They become confident communicators; for example, when describing their favourite ice cream flavour. Older children competently draw pictures and write their name. They spontaneously count, match up shapes and use scales to weigh and measure, developing good mathematical skills. Children develop computer skills and learn to research with the help of supportive adults.

## Setting details

<b>Unique reference number</b>	309240
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1090695
<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>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Bolton-le-Sands Playgroup and Toddlers Committee
<b>Registered person unique reference number</b>	RP904864
<b>Date of previous inspection</b>	11 May 2015
<b>Telephone number</b>	01524824907

Bolton Le Sands Pre-School registered in 1992. The pre-school employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, including the manager and the deputy who hold early years professional status and early years teacher status respectively. The pre-school opens from Monday to Friday during term time only. Pre-school sessions are from 9am until 3pm. The pre-school offers before- and after-school care from 7.45am until 8.50am and 3.20pm until 6pm. A holiday club operates throughout the school holidays, 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.

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