

# Leaps & Bounds Preschool



Leaps & Bounds Ltd, Ellel Village Hall, Galgate, LANCASTER LA2 0LQ

<b>Inspection date</b>	2 November 2018
Previous inspection date	19 November 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 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

### The provision is good

- The manager and her staff team provide a very welcoming and stimulating environment, which fully engages children from when they first start. The warm and friendly staff create a relaxed home-from-home atmosphere where each child is valued and respected.
- Children are happy and are eager to attend the pre-school. Staff are very good role models. Children build effective relationships with others and form trusting bonds with the kind and caring staff. They behave well and show kindness and concern for their friends. Staff use clear and consistent reminders that help children to understand what is expected of them.
- Staff work closely with parents. They provide them with information about their child's progress and how they can complement their learning at home. They frequently exchange information through discussions, newsletters and meetings. Parents comment that they 'could not be happier with the pre-school'.
- The manager and her staff team reflect on practice regularly to make positive improvements. They actively gain the views of parents and children to help inform improvement plans and maintain positive outcomes for children.

### It is not yet outstanding because:

- Staff do not make the most of their current tracking systems to aid sharper identification of children's emerging needs and support children to make even better progress.

## What the setting needs to do to improve further

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

- refine the ways in which children's progress is tracked to aid sharper identification of emerging needs and help children make rapid progress in their learning and development.

### 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 pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's development plans and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are aware of their roles and responsibilities and complete regular safeguarding training. They have a good understanding of the referral procedures should they have any concerns about a child's welfare. Staff are fully aware of the different aspects of child protection and can confidently communicate the possible signs and symptoms of abuse. The manager supports staff's professional development well. They undertake regular observations of each other's practice and encourage and coach one another throughout the day. The manager monitors children's progress effectively. She recognises that the current systems for tracking children's progress could be enhanced further to help children make even better progress.

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

The well-qualified staff team has a good understanding of how children learn. They successfully observe children at play and note their responses in different situations. Subsequently, they plan an abundance of exciting activities that helps to motivate and enthuse children in their learning and supports them to make good progress. Children enjoy developing their imaginative skills as they play in the pre-school's role-play fruit and vegetable shop. Staff support children to make marks for a purpose as they create shopping lists. Together they identify items and calculate how many pennies they have spent. Children use programmable toys as they operate the cash register and talk about what they are going to make for tea from the produce they have purchased. Staff routinely and skilfully support children's emerging communication skills. They model clear and simple words and use repetition to reinforce new vocabulary. They initiate detailed conversations with older children, asking questions and encouraging children to talk about what they are doing.

### Personal development, behaviour and welfare are good

Staff offer an abundance of praise and encouragement which effectively helps to foster children's self-esteem. Children display a can-do attitude and demonstrate that they are willing to 'have a go' and participate in activities. For example, children persevere as they master the use of scissors as they cut out legs to create a spider. Children follow good hygiene procedures. They develop their independence and self-care skills, pouring their own drinks and putting on their coats for outdoor play. Children enjoy daily exercise in the well-resourced garden where they develop their coordination and physical skills. Children are acquiring an understanding of how to keep themselves safe as they tidy away toys and practise fire evacuations.

### Outcomes for children are good

Children are securely developing the skills needed to prepare them for school. Younger children skilfully count and use numbers in their play and older children are able to solve simple mathematical problems. Children recognise familiar letter sounds and develop their emerging writing skills as they form letters from their name. They are skilful communicators as they express their needs and feelings.

## Setting details

<b>Unique reference number</b>	EY450730
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10064191
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Leaps & Bounds Preschool CIC
<b>Registered person unique reference number</b>	RP531810
<b>Date of previous inspection</b>	19 November 2015
<b>Telephone number</b>	01524 752408

Leaps and Bounds Preschool registered in 2012. The pre-school employs four members of childcare staff. Of these, all hold relevant early years qualifications, including two members of staff who hold qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions run from 9.15am to 3.15pm. There is an early bird service starting at 8.15am, Monday to Friday. The pre-school also offers longer opening until 5.30pm on Tuesday and Thursday. The pre-school receives funding for two-, three- and four-year-old children.

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