

Early Years & Pre-School Centre

Bolton College, Deane Road, Bolton, Lancashire BL3 5BG



Inspection date

Previous inspection date

1 May 2019

19 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The manager has worked hard to drive forward continuous improvement to the quality of the provision. This has a significant impact on improving children's learning and promoting their emotional security.
- The manager has implemented systems to monitor staff performance more rigorously. Staff receive coaching to enhance their skills and attend regular training. This helps to support staff's professional development.
- Staff make regular observations and assessments of children's learning. They plan meaningful next steps to help children make progress in their development.
- Partnership working with parents and other professionals is strong. This helps to provide a shared approach to supporting children's care and learning.
- Children are happy and settled. The key-person system is effective. Children share good supportive relationships with staff.
- Staff set high expectations for all children. They foster positive behaviour and are good role models. Children are well behaved and play cooperatively.
- Sometimes, group activities do not offer enough challenge for the most able children to maximise their learning.
- Outdoor learning opportunities for the youngest children are not as varied and stimulating as those provided indoors.

What the setting needs to do to improve further

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

- ensure that the more able children receive good levels of challenge during group activities to help maximise their learning
- enhance outdoor learning opportunities to extend young children's learning and build on the interests of those who prefer to play outside.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this had on children's learning. Two joint observations were carried out with the manager.
- The inspector held a meeting with the manager and kept her well informed through regular discussion throughout the inspection.
- The inspector looked at a selection of documentation, including children's learning records, safeguarding procedures, staff training records and development plans.
- The inspector considered evidence of suitability checks for all staff working in the centre.
- The inspector held discussions with staff and talked to children throughout the inspection. She spoke to a number of parents and took account of their views.

Inspector

Kate Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the signs and symptoms of potential abuse. They know the correct procedures to follow in the event of a concern. This helps to support children's welfare. Risk assessment is effective and contributes to maintaining a safe environment for children. Staff recruitment is robust and managers monitor staff's ongoing suitability. The manager has completed all of the actions raised at the previous inspection. This shows a desire to improve. She has been highly proactive in seeking the support of other professionals to help improve the quality of teaching. Future development plans are in place and are meaningful. Parents' comments about the provision are extremely positive. They say that they feel very well supported by the manager.

Quality of teaching, learning and assessment is good

Staff provide a range of stimulating activities that children enjoy. Staff know children well and build on their interests. This helps to motivate them in their learning. Children use their imagination during role play. For example, they are highly engaged as they pretend to be hairdressers. Staff provide new vocabulary as they play alongside children. This helps to support children's language development. Staff model actions and ask questions to support children's thinking. Staff use signing and key words from children's home languages. This contributes to supporting children's understanding. Staff encourage children to recognise individual letters and the sound that these make. Babies' sensory development is well promoted. For example, they enjoy exploring a range of resources that have different textures.

Personal development, behaviour and welfare are good

Admission procedures are effective. Staff respect the uniqueness of each child. They promote their individual care routines well. For example, some mothers come into the centre during the course of the day to breast feed their children. Staff promote children's understanding of healthy lifestyles effectively. For example, children brush their teeth after their lunch. This helps to support good dental hygiene. Staff promote children's self-care skills well. Children enjoy opportunities to climb on the climbing frame and ride on scooters. This contributes to supporting their physical development and exercising in the fresh air. Staff promote children's social skills well. For example, they talk about children's feelings and gently remind them of the importance of sharing resources. Babies willingly cuddle into the arms of their key person as they watch finger puppets. This helps to build their confidence and fosters their emotional development.

Outcomes for children are good

All children are making good progress in their learning. Children with special educational needs and/or disabilities are well supported through individual targeted plans. Children demonstrate a strong sense of belonging. They are confident and curious. Children are encouraged to count and recognise numerals. They make marks in a variety of materials and sing familiar rhymes. This helps to promote their literacy skills. Young children concentrate as they build. Babies are gaining confidence in their abilities. Children are developing skills that will help them in the next stage of their learning.

Setting details

Unique reference number	EY415165
Local authority	Bolton
Inspection number	10082884
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	40
Number of children on roll	71
Name of registered person	Bolton College
Registered person unique reference number	RP901935
Date of previous inspection	19 October 2018
Telephone number	01204 482196

Early Years & Pre-School Centre registered in 2010. The centre is open from 8.30am until 5pm Monday to Friday, during term time only. There are 15 members of childcare staff. Of these, one holds qualified teacher status, two hold an appropriate early years qualification at level 4, and 12 hold level 3. The centre provides funded early education for two-, three- and four-year-old children.

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