

# Inspection of Bowland Preschool

St. James C Of E Primary School, Clitheroe BB7 1ED

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Inspection date: 8 November 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are inquisitive and eager to learn in this well-equipped and welcoming pre-school. Children form strong relationships with staff and their peers alike and engage in play very quickly. Parents are encouraged to stay for as long as they want to and share in their child's learning experiences. Consequently, children settle well and separate easily and happily from their parents.

Children have plenty of opportunity to develop their physical skills. The pre-school is purposely organised both indoors and outdoors with open space to move about freely. The outdoor areas are inviting and inspiring. Children can explore the allotment area where they grow their own vegetables, make dens from woven trees, or mix their own concoctions in the outside kitchen. Children are encouraged to make their own decisions about what they do and where they play. As a result, they show high levels of independence.

Skilful staff ensure routines are well embedded; staff are deployed effectively, and children are supported appropriately in their play. Children are polite and well mannered. They ask staff if it is all right for them to go and get their drinks or if they may leave the table when they have finished their lunch. Children sit quietly looking at books while waiting for others to join them.

### **What does the early years setting do well and what does it need to do better?**

- The manager has a clear vision for the pre-school. She has high expectations of her staff and supports them well with regular supervision sessions. The manager offers training opportunities and staff strive to continually improve their practice.
- Staff actively support mathematical skills. For example, staff support children to count how many children choose water and how many choose milk for their drink. Children are then encouraged to point out the right number on a number line.
- Staff are very good role models. Children are given clear messages about what is expected of them and their behaviour is exemplary. They follow instructions well, such as when taking their loop on the walking rope ready for a walk to the library. Children wait patiently for their turn and line up quickly when asked.
- Staff support children's language development well. For example, they use vocabulary that extends and enhances children's speech. Staff describe the 'spiral cutter' and 'apple corer' when children use a mechanical peeler. Children's fine motor skills are also enhanced when they push the apple onto the prongs and turn the handle to work the mechanism. They laugh with glee when they see the apple ready peeled and sliced.
- Children are motivated and keen to participate in their very exciting weekly music session. Children's imaginations are helped to flourish. They pretend to

climb a ladder to clean the castle with a duster in their hand. The move in time with the music. Children tap out rhythms on chime bars as they chant the syllables of words, such as 'hand-some-prince'. Children learn the meanings of new words like 'piano' and 'forte'.

- Staff know children well and assess their progress in learning and development regularly. However, on occasion, staff do not use this information to identify children's next steps to challenge them further during play and planned activities.
- Staff ensure the environment is stimulating and safe for all children. Children are confident, friendly and caring to one another. They take turns and share toys well. They are developing valuable social skills that prepare them for their future lives.
- Children are learning about the wider and diverse world. They regularly visit a home for the elderly and are proud when they talk about friendships they have made there. Children talk about conversations they have had at home and tell staff how their parents would like to visit the care home too.
- The manager has developed good relationships with other agencies and providers. Staff liaise with specialist services, such as speech and language therapists, to ensure children get the additional support they need to help them make good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are aware of a wide range of safeguarding issues and regularly access training to ensure their knowledge is kept up to date. The manager and her staff team are very clear about signs and symptoms of abuse. They know how to record and report any concerns they have about the welfare of a child. The manager ensures that rigorous background checks are completed on all staff to help ensure that children are cared for by suitable adults. Children are supervised effectively in all areas of the pre-school. Consequently, children are safe and protected.

## **What does the setting need to do to improve?**

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

- focus on supporting staff to use the information they have about children's next steps to challenge them more consistently during their play and planned activities.

## Setting details

<b>Unique reference number</b>	EY549286
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10126878
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Fletcher, Heather
<b>Registered person unique reference number</b>	RP549285
<b>Telephone number</b>	07738656878
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bowland Preschool registered in 2017. The pre-school employs four members of childcare staff. Of these, three hold relevant childcare qualifications at level 3 or above. This includes the manager, who holds a relevant childcare qualification at level 6. The pre-school provides sessions from 8.30am to 3.15pm, Monday to Friday, during term time. They provide funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kaela Francioli

## Inspection activities

- During the inspection, the manager and inspector completed a joint observation of an activity to assess the quality of teaching and learning.
- The manager and the inspector carried out a tour of the setting.
- Key persons talked with the inspector about the learning needs of children and how they monitor and assess their ongoing progress.
- A sample of paperwork, including staff qualifications, suitability checks and a variety of policies and procedures, was reviewed by the inspector.
- Parents, children, staff and manager were all spoken to by the inspector at convenient times throughout the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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