

# Inspection of Leaps & Bounds Ellel

Ellel Village Hall, Main Road, Galgate, Lancaster, Lancashire LA2 0LQ

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Inspection date: 23 June 2022

<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 settle quickly and feel secure in the warm and friendly environment. Parents comment that their children do not turn around and wave, as they are so eager to meet their friends and for their learning to begin. Children are confident, independent learners. For example, children discuss their home experiences with each other prompted by personal photos displayed on the walls of the pre-school.

At the heart of this pre-school's success is the inclusive culture which is embedded throughout, ensuring every child is listened to and supported. This is highlighted through the positive relationships children have with the staff. Children consistently approach the adults with pieces of artwork, stories from home and ideas of what they want to do next.

Children show positive attitudes towards their learning and behave well. During group time, they each say and sign 'good morning' and eagerly join in with songs and stories. Discussions take place about a teacher who previously visited. Children remember some of the things they told the teacher they had achieved ready for starting school in September. Children have free access to a well-resourced outdoor area where they are growing different plants. Children pick strawberries and pea pods to eat when they are ripe; they discuss how they know they are ready with statements such as 'red means ready'.

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

- Leaders are passionate and strive to provide a strong curriculum which has the most impact on all children. They have a good knowledge of their intent within all areas of learning and break this down throughout the year. Overall, teaching is strong and based on what children already know and can do. However, on some occasions, staff do not consider what it is that children need to learn next. This means that not all activities consistently build on children's prior knowledge.
- Staff promote children's communication and language development well. They plan activities, such as, treasure hunts that help children learn new words and letters. Staff model how to pronounce these new words correctly. This helps to extend children's vocabulary and builds good foundations for future literacy development.
- Children form positive links with the community. For example, the manager attends local celebrations and then continues the theme in the pre-school. Children share experiences of these events, introducing new concepts to others. This teaches the children that they are part of a wider society and how people around them form a community.
- Children behave well and are taught the importance of being respectful to others. They welcome children into their ongoing play, happy to share

resources. This develops children's self-esteem as they understand that they are valued and their contributions are essential.

- Good strategies are implemented consistently when children do not want to tidy up. For example, children are encouraged to pick up just three items each time, and then praise is given. This helps children feel positive about themselves and begin to understand the expectations within the pre-school.
- Children gain a good understanding of the importance of leading a healthy lifestyle. They benefit from healthy snacks and plenty of fresh air and exercise through regular outdoor play. During snack time, children point at healthy foods displayed on the wall and talk about why we eat healthy foods. Hygiene routines are embedded throughout the day. Children know when to wash their hands and they always ask for the fruit they pick to be washed before they eat it.
- Parents are very complimentary about the pre-school. They praise the support given by the team throughout the time their children could not attend due to COVID-19. Parents talk about the value of the pre-school's online communication links, both for themselves and their children.
- Leaders have a good link with the local primary school and prepare children well for their transition on to school. They have stories and group time to discuss the transition, along with role-play areas enhanced with school uniforms. However, there are no links with other pre-schools where some children already attend. This means some children do not have continuity within their care and education.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager prioritises the safety and well-being of children and staff. They have good systems in place to review staff's ongoing suitability to work with children. Staff know the potential signs that may indicate a child is at risk or that raise concerns about a colleague's conduct. They know how, when and who to refer concerns to, or seek advice from, in line with their local child protection procedures.

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

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

- strengthen teaching skills to consistently focus activities on what children need to learn next
- engage further with the other settings that children attend to provide continuity in care and education.

## Setting details

<b>Unique reference number</b>	2519567
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10207994
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Leaps & Bounds Preschool Ellel Ltd
<b>Registered person unique reference number</b>	2519566
<b>Telephone number</b>	01524752408
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Leaps and Bounds Ellel registered in 2019. The pre-school employs three members of childcare staff. Of these, all hold relevant early years qualifications, including one member of staff who holds 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 8.30am, Monday to Friday. The pre-school receives funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Laura Fradsham

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a communication and language activity.
- Parents shared their views of the setting with the inspector.

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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