

Inspection of Bolton Le Sands Pre-School

OFF PACKET LANE BOLTON-LE-SANDS, CARNFORTH, LANCASHIRE LA5 8DW

Inspection date: 26 May 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and succeed in this nurturing pre-school. They excitedly greet staff when they arrive and are eager to begin their day. Children are extremely independent. They apply their own sun cream and organise their own belongings with proficiency. These well-established routines and excellent sequential teaching promote all children's independence and self-esteem to the highest level.

Children show towering levels of motivation and curiosity. During outdoor play, children initiate their own investigations, such as looking for bugs. Staff nurture children's inquisitiveness by providing guidance and additional information when required.

Current topics are used as a platform for developing children's next steps and embedding their knowledge. For example, the recent coronation celebrations were continued after the event. This gave children ample opportunity to revisit what they had learned. Children's learning is creatively delivered through a seamless curriculum. It helps all children to build on prior knowledge and solidify new learning.

Children are highly confident as they move freely between the indoor and outdoor environments. They are taught how to keep safe from a very young age. For example, toddlers navigate the steps to the outdoor area with precision. They demonstrate kind and respectful behaviour for each other by sharing and saying 'sorry' if they bump into one another. Leaders utilise the nearby playground as often as possible. This promotes children's physical development. Children talk fondly about their visits to the playground.

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

- Leaders have a clear vision for the ambitious and well-structured curriculum that they deliver. They consult with all staff and parents to ensure that children's learning experiences and outcomes are tailor made to suit their needs. This gives children exceptional and personalised learning opportunities. Teaching is differentiated well and appropriately. Expectations of the children are high regardless of their age and stage of development. Children are taught to express their ideas and extend their thinking. In response, staff give them an abundance of praise for their efforts. As a result, children ooze confidence and an eagerness to learn.
- Children with special educational needs and/or disabilities (SEND) are supported by a passionate and experienced special educational needs and disabilities coordinator. Children with SEND have targeted plans, which are developed alongside parents and specialist outside agencies. This ensures that children

receive the highest standard of teaching, which is adapted to their level of learning. As a result, they make excellent progress.

- Parent partnerships are excellent. Parents feel well informed about their children's learning. They say that the pre-school is at the heart of the community, and appreciate the variety of learning experiences it offers. Parents are delighted that their children experience different places of worship and understand the purpose of different buildings in the local area. Leaders make full use of parents' occupations and skills. As a result, parents regularly visit the pre-school to help to extend children's awareness of the wider world.
- Children are tremendously confident in their environment and choose activities that allow them to apply their knowledge. For example, scissors are readily available for children to use. This means that they are able to practise and refine their newly acquired skills of using scissors, which enhances their fine motor development. Additionally, this secures children's awareness of safety as they use the scissors with extreme care.
- Transitions to primary school are of high importance and exceptionally well managed. Children are equipped with a wealth of skills and knowledge to prepare them for their move to school. Visits to the school are meticulously planned. For example, pre-school children have lunch in their new school, which helps to prepare them for this exciting transition. Teachers also visit the pre-school. This creates an element of anticipation and children talk about their next stage of learning with glee and excitement.
- Leaders support staff whole heartedly in their professional development. Consequently, staff are highly motivated and well equipped to deliver a remarkable level of care and education to the children. For example, staff are acutely aware of the impact that the COVID-19 pandemic has had on children's speech and language, mannerisms and behaviours. They have cleverly linked what they have noticed into children's next steps.

Safeguarding

The arrangements for safeguarding are effective.

The pre-school is a clean, vibrant and well-organised environment for children to learn and develop in. Children are taught how to manage risks and understand what keeps them safe. Staff work closely with parents to promote online safety. This helps to raise their awareness of how to keep their children safe when they use the internet and other devices. Leaders and managers ensure that staff's safeguarding knowledge is kept up to date and current. Staff are extremely confident about the procedures to follow should they have any safeguarding concerns. Staff have an excellent knowledge of the pre-school's whistle-blowing policy, and fully understand the correct procedures for recording concerns or incidents. These vigilant measures help to protect children from potential harm or abuse.

Setting details

Unique reference number	309240
Local authority	Lancashire
Inspection number	10279950
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 8
Total number of places	26
Number of children on roll	132
Name of registered person	Bolton-le-Sands Playgroup and Toddlers Committee
Registered person unique reference number	RP904864
Telephone number	01524824907
Date of previous inspection	21 September 2017

Information about this early years setting

Bolton Le Sands Pre-School registered in 1992 and is based in Carnforth, Lancashire. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The manager has early years professional status and the deputy manager has early years teacher status. 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 7.30am 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.

Information about this inspection

Inspector
Susie Mortin

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 provider.
- The manager, deputy manager and the inspector completed a learning walk together of the provision and discussed the early years curriculum, intent and intended impact.
- The deputy manager and inspector carried out a joint observation of a group activity and discussed the quality of teaching, with physical development, communication and language, and personal, social and emotional development being the focus.
- The inspector held regular discussions with the leadership team to discuss their vision, intent, action plans and overall strengths.
- The inspector spoke to staff throughout the inspection to understand their safeguarding knowledge and to ask about their key children and how they plan for children's next steps. Staff well-being and how managers support staff was discussed.
- 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 inspector spoke to several parents during the inspection and took account of their views. Views and comments were also gathered via email.
- The inspector met with the local authority specialist teacher who supports children with special educational needs and/or disabilities (SEND). A discussion was held about how the setting uses specialist advice to teach and support children with SEND.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery. Accident and incident reporting documents, staff supervisions and recruitment arrangements were viewed and discussed.

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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