

Inspection of Bank Hall Kindergarten

Bank Hall Drive, Bretherton, Leyland, Lancashire PR26 9AT

Inspection date: 12 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children ooze with excitement as they rush into the nursery. Staff provide a carefully considered environment, which enables children to make choices. Children develop an understanding of the world around them. They enjoy exploring the woodland with staff and learning about the farm animals that live in the neighbouring fields. Staff know that children learn best when they feel safe and secure. Children are cared for by staff who are kind and place them at the centre of everything they do. Babies seek out staff for reassurances when they feel unsettled. Staff are nurturing and give babies the reassurance they need. As a result, babies quickly develop confidence and interact with others.

Staff encourage a love of reading. Babies snuggle into staff who read to them. They excitedly point out the animals and make the sounds. This leads to a rousing 'Old MacDonald has a Farm', which the babies join in with. Children learn that books can be read for pleasure and for locating information. Songs and rhymes are a constant throughout the nursery. Babies giggle in delight as staff sing and sign the 'welcome song'. This provides great opportunities for children to develop their speaking skills and extend their vocabulary.

Staff have high expectations for children's behaviour. They use effective methods to praise and reward children. This helps children to learn positive behaviours, such as turn taking. Children enjoy carrying out tasks, such as helping to tidy away the resources. Overall, children demonstrate positive behaviours and attitudes to learning.

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

- Managers and staff have created a balanced and sequenced curriculum intent, which is designed to help children to build on prior learning. However, this is not always consistently implemented in practice as staff do not always take the dynamics of the group or environment into consideration. This results in some children becoming restless and their learning less meaningful within large-group activities.
- Staff ask pertinent questions to help children to voice their opinions. For example, at snack time, babies confidently tell staff 'No' when asked if they want more to drink. As older children take part in food tasting, they shiver and exclaim, 'It's sour' and 'That is disgusting' after tasting the lime. This generates lots of conversations about different foods textures and tastes.
- Support for children with special educational needs and/or disabilities (SEND) is effective. Staff identify any emerging needs swiftly and implement focused support plans. They use verbal and visual cues, such as pictures, to help children make choices and have a voice. Staff work harmoniously with parents and

professionals to monitor and assess children's progress. This provides a consistent approach in supporting children's care and learning.

- Children benefit from a well-planned curriculum that supports their physical development. Older children climb up and over large apparatus and work together to build assault courses. Children whiz around outdoor areas on wheeled resources with increasing skill and control. Babies pull themselves up on furniture using this as an anchor to practise their first tentative steps. Consequently, children develop confidence in their own abilities.
- Children enjoy using a wide range of tools, such as paintbrushes, sticks, pencils and crayons to make marks. Babies make patterns in 'gloop' and giggle as it disappears. Older children write letters on the chalk board. They tell staff that this is the letter that starts their name. These activities help children develop the fine-motor control needed for early writing.
- Staff help children to become independent. Babies are supported to learn how to use a spoon to feed themselves. Older children put on their own coats and see to their own toileting needs. Children show they are secure in established routines in preparation for school.
- Children follow good hygiene routines. For example, they rush to wash their hands before meals. Children recognise the changes in their bodies. They talk about their heart beating fast after running around outdoors. They also understand the importance of having regular drinks of water to remain hydrated. Consequently, children develop a positive attitude to their health.
- Staff work in partnership with parents. They provide ideas and activities for parents to do at home to support children's learning. For example, staff encourage parents to play board games at home, to help develop their children's concentration skills. These meaningful suggestions help to prepare children for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the curriculum so that it is ambitious for all children and is threaded throughout all the children's learning experiences
- improve the organisation of group activities so that children's learning needs are consistently met.

Setting details

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| Unique reference number | 309225 |
| Local authority | Lancashire |
| Inspection number | 10317196 |
| 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 | 0 to 4 |
| Total number of places | 59 |
| Number of children on roll | 95 |
| Name of registered person | Bank Hall Kindergarten Limited |
| Registered person unique reference number | RP907455 |
| Telephone number | 01772 601 346 |
| Date of previous inspection | 31 May 2018 |

Information about this early years setting

Bank Hall Kindergarten registered in 1991 and is situated in Bretherton. The setting employs 18 members of childcare staff. Of these, five staff hold appropriate early years qualifications at level 3, four hold level 4 and three staff hold level 6. The setting opens from Monday to Friday, all year round. Sessions are from 7.45am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Scully

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to inspector about how they support children with SEND.
- The inspector spoke to the children, to find out about their time at the nursery.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

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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