

Blue Bear Pre-School & Nursery

Strike Lane Primary School, Strike Lane, Freckleton, Preston PR4 1HR



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| Inspection date | 1 February 2019 |
| Previous inspection date | Not applicable |

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| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
| | Previous inspection: | Not applicable | |

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| Effectiveness of leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- The established leadership team shows an uncompromising dedication to providing high-quality education and care for children. Leaders continuously reflect on and monitor all aspects of the pre-school environment and make changes where needed. Staff share this vision for excellence, which is demonstrated in their commitment and the quality of their practice.
- Leaders and staff work harmoniously together to provide children with an abundance of highly inspiring learning opportunities. Staff adapt the learning environment skilfully to meet children's interests. For example, children developed an interest in comparing their heights. In response to their interests, staff created a measuring chart for children to record their heights accurately, which enhances their mathematical development.
- Staff have an intricate knowledge of the progress children are making, which enables them to swiftly identify any child who is at risk of falling behind. Staff work in unison with other professionals and take prompt action to address any gaps in children's learning. As a result, all children, including those with special educational needs and/or disabilities, make excellent progress from their starting points.
- Partnerships with parents are outstanding. Parents praise the dedication of staff in supporting their child's development and providing advice. For example, staff have provided parents with guidance on safe sleeping, weaning and behaviour management. This helps to promote a consistent approach to children's care and learning.
- Children have an exceptional range of opportunities to learn about people and the wider community. For example, they regularly visit the local church and allotments, and take part in camping activities in the local farmland.
- Children's emotional well-being and happiness are of paramount importance to the setting. The key-person system is highly effective and children have developed very strong bonds with staff. As a result, children are happy, settled and display high levels of involvement in their play.

What the setting needs to do to improve further

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

- refine routines so that children do not have to wait unnecessarily, in order to maximise the time available for outdoor learning.

Inspection activities

- The inspector had a tour of the pre-school and observed children during play indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and viewed written comments.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the pre-school. She also looked at a range of documentation, including policies and procedures.
- The inspector observed the quality of teaching and care practices and the impact this has on children's learning and emotional well-being.

Inspector
Stephanie Nixon

Inspection findings

Effectiveness of leadership and management is outstanding

Leaders empower staff to build on their strengths. Staff complete inspiring training courses and thrive in their specialist roles, such as the speech and language, and parent partnership champions. This extensive training has a positive impact on the quality of their teaching, which is of a very high standard. For example, staff understand the brain development of young babies and the importance of babies having access to the outdoors. As a result, babies have access to their own outdoor area, which includes resources to promote their sensory and communication skills. Safeguarding is effective. Staff place a strong focus on keeping their safeguarding knowledge up to date. As a result, they are acutely aware of the procedures to follow if they are concerned about the welfare of a child.

Quality of teaching, learning and assessment is outstanding

Staff place a high priority on encouraging children's communication skills through singing, rhymes and a love of stories. For example, babies interacted with animal puppets and they excitedly repeated animal noises. Older children's handling skills are greatly encouraged. They selected different sized keys and showed high levels of perseverance to unlock the correct padlock. Older children delighted in taking part in a 'number hunt' in the extensive outdoor grounds. They identified and wrote the numerals they found, which greatly promoted their emerging mathematical skills. Staff have consistently high expectations for all children and have a strong commitment to providing inclusive teaching. For example, the learning environment has been adapted to ensure all children are included, regardless of their learning styles and capabilities.

Personal development, behaviour and welfare are outstanding

Staff go above and beyond to ensure that the care and attention they give children is focused on children's individual needs. Settling-in procedures are tailored to meet the needs of the family and children. For example, staff meet children and families at home. As a result, all children are extremely settled and secure when they start in the pre-school. Staff are excellent role models. They encourage children to discuss the right ways to behave and teach them how to keep themselves safe when playing outside in the snow. As a result, behaviour is excellent. Staff greatly encourage children to recognise similarities and celebrate their differences. As a result, children form firm friendships with their peers and show great respect for each other.

Outcomes for children are outstanding

Children of all ages are developing an excellent range of skills to prepare them for future learning. Older children carefully filled pipettes with coloured water. They dripped them onto soft snow and talked about the changes they could see. Children showed increasing independence as they dressed themselves for the snowy weather. However, occasionally, the outdoor routine is not effectively managed, which limits the amount of time children have to explore the outdoor area. Staff have developed effective links with local schools. For example, leaders meet with teachers to moderate assessments, which supports effective transitions. Children's preparation for school is advanced even further as they eat in the school cafeteria, carry their own trays and sit alongside school-age children.

Setting details

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| Unique reference number | EY537084 |
| Local authority | Lancashire |
| Inspection number | 10078596 |
| 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 | 44 |
| Number of children on roll | 65 |
| Name of registered person | Blue Bear Pre-School(freckleton) Ltd |
| Registered person unique reference number | RP537083 |
| Date of previous inspection | Not applicable |
| Telephone number | 01772 633390 |

Blue Bear Pre-School & Nursery was re-registered in 2016 to reflect a change in legal status. The management and staff remain the same. The nursery employs nine members of childcare staff. Of these, one holds early years practitioner status and seven hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday during term time. Sessions are from 7.45am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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