

St Bernadette's Pre-School



St Bernadette's Primary School, Devonshire Road, Blackpool, Lancashire
FY2 0AJ

Inspection date	17 July 2019
Previous inspection date	3 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children of all ages make good progress from their starting points. Parents praise the staff for helping prepare their child to be ready for school. They state that this is due to the care and learning opportunities provided at pre-school.
- The management team is enthusiastic and dedicated to helping provide children with the best possible start in life. The manager regularly seeks the views of children, parents and staff. She uses this information to help make ongoing improvements to the quality of practice.
- Partnership working with parents is effective. Staff keep parents well informed of the progress their children are making. Parents say that staff 'really helped me know what I would expect a three-year-old to be learning'.
- Children settle quickly in this nurturing environment. Parents praise the staff for being welcoming, friendly and caring. Staff show a genuine interest in each child and help children to feel safe, confident and self-assured.
- Occasionally, staff do not maximise opportunities to provide children with further challenge and extend their learning, to help them achieve their full potential.
- At times, staff do not fully support children to do things for themselves, to help develop their independence and self-help skills further.

What the setting needs to do to improve further

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

- build on the opportunities to provide children with further challenge and extend their learning, to help them achieve their full potential
- support children to do things for themselves when they are able, to help develop their independence and self-help skills further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held meetings with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Cath Palser

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a good understanding of child protection. They know how to recognise and respond appropriately to any concerns that a child is being abused. Robust risk assessments are used by staff to ensure the environment is safe and secure. All staff hold appropriate early years qualifications. The manager uses a comprehensive and focused programme of staff training and support. She draws upon staff's individual skills and knowledge and supports them to improve their practice further. Following training, staff understand how to build upon children's emerging interests and fascinations. This helps children to be involved and engaged in their learning. Staff promote good links with local schools and other professionals. This promotes collaborative working to support children's individual needs and help any gaps identified to close.

Quality of teaching, learning and assessment is good

Staff discuss effective strategies with parents to help them to continue children's learning at home. For example, parents are provided with 'home learning packs' with activities to promote children's early writing skills. Staff use signing and gestures to encourage young children to join in with repetitive action songs. They name the different objects as babies point to the bubbles and moving toy fish in the colour-changing machine. Older children use props and puppets to help tell stories. They listen carefully to the sounds of the musical instruments and tap out a repetitive rhythm. Staff make detailed assessments of children's development and use this information to inform future planning and support children's good progress.

Personal development, behaviour and welfare are good

Staff get to know children very well, by sharing information with parents during home visits and daily discussions. Staff build on what children enjoy doing at home and continue their interests at pre-school. They follow children's enjoyment in growing pumpkins at home and provide seeds so they can plant them with their friends. Children have opportunities to encounter different reptiles and learn to handle and care for them. Staff are very good role models and give children gentle reminders of how to behave. Children learn to share and play cooperatively with their peers. They form strong bonds with staff and are confident to seek cuddles and reassurance when they are tired or upset. Children are provided with healthy and nutritious meals and snacks. They have daily opportunities to play and exercise, including outdoors in the fresh air, in all weathers.

Outcomes for children are good

Children develop the key skills that they need for future learning and to help them to be ready for school. They are curious, inquisitive and confident to try new things. Children thoroughly enjoy taking part in activities and play with enthusiasm, vigour and energy. They are active and imaginative in their play and learning. Children use resources creatively. For example, they carefully manipulate small pieces of play dough into the shapes to make a pattern. They create different animals using their hands and different modelling tools. Children enjoy positive relationships with staff and each other.

Setting details

Unique reference number	EY258888
Local authority	Blackpool
Inspection number	10106462
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	0 - 4
Total number of places	45
Number of children on roll	66
Name of registered person	St Bernadette's Pre-School Nursery Committee
Registered person unique reference number	RP521367
Date of previous inspection	3 December 2015
Telephone number	01253 357 891

St Bernadette's Pre-School registered in 2003. The pre-school employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3, including one with early years professional status, one who holds a qualification at level 6, one who holds level 5 and one who holds level 4. The pre-school opens from Monday to Friday, for 49 weeks of the year. Sessions are from 8am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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