

Inspection of Blue Bear Pre-School & Nursery

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

Inspection date: 9 January 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Nurturing staff ensure that children thrive in this rich learning environment. Staff wholeheartedly embrace how to support children's emotional well-being. They understand the need for children to feel a strong sense of belonging. For example, children self-register and investigate feelings using mirrors and photos on display. Children show they are safe and secure as they become deeply involved in their play choices. For example, babies show immense pride, beaming with smiles as they physically move their bodies across soft play and round furniture.

Children's behaviour is impeccable. Staff are exemplary role models, showing respect to the children and each other. They use clear narratives and consistent, gentle reminders to fully embed nursery rules. Children listen attentively. They respond with immense kindness when turn-taking and sharing.

Leaders and staff plan and implement an inspirational curriculum with children at the very heart. Their precise knowledge of children's abilities enables them to adapt their strong teaching to meet children's targeted needs. For example, older children explore what happens when bones in our bodies brake. This leads to further investigation of how veins transport blood. Staff share a love of books with children as they swarm round to listen. Children are bursting with excitement to answer curious questions with extensive vocabulary. They crave to share their ideas with friends as they predict what happens next. Children are highly inquisitive and show an exceptionally positive attitude towards their learning.

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

- Parents give the utmost praise for the staff. Leaders and staff strive to involve parents in children's learning. Staff provide purposeful home learning bags for parents to build on children's learning at home. These help families with situations such as having a new baby or visiting the dentist. Highly effective partnership working promotes children's feelings of well-being.
- Leaders and staff consistently provide high-quality learning experiences for all children. They precisely identify what children know and use expert interactions to extend this. For example, babies crawl, bend and stretch safely on soft play as they move from crawling to walking. Toddlers explore building towers of various sizes while older children delve deep into how bridges are structured around the world. Children make rapid progress as they learn in the moment.
- Leaders have high aspirations for all staff. Although the setting has undertaken some staff changes in recent years, leaders have implemented an intrinsic plan for staff development. They ensure that staff have bespoke supervision that effectively provides staff with regular coaching and mentoring. Staff are extremely proud to be a part of this inspirational nursery. They beam with

absolute joy when describing promotions and the excellent opportunities given to them to help master their practice. Staff truly feel well supported.

- Staff clearly focus on children's mathematics and literacy skills across all age groups. For example, babies explore size and shape as they line up empty household containers. Toddlers learn the names of shapes as they creatively place small loose items inside a moveable frame. Older children learn the value of numbers as they talk about how to weigh ingredients when cooking. Staff support children with school readiness.
- Staff prioritise that every child, including those with special educational needs and/or disabilities (SEND), excels in their learning. Leaders and staff work extensively with parents and professionals. They tailor an inclusive approach that celebrates the uniqueness of every child. Staff adapt teaching so that children, including those with SEND, flourish and achieve their full potential.
- Staff fully embrace children's freedom to make decisions about their learning. This allows children to take risks and test out their own ideas. For example, children climb on a chair to reach chosen resources and staff question, 'Do you feel safe? Is the chair too high?' Staff monitor and support children's decisions. Children are highly motivated and persevere in their own self-chosen challenges.
- Babies and children eagerly make choices from the nutritious menu on offer. The children have been actively involved in growing some foods on offer at mealtimes. Staff sit with children at mealtimes and promote calm but intriguing conversations. They model clear language and answer children's curious questions about why we drink milk. Staff use these sociable eating experiences to intrinsically support children's awareness of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY537084
Local authority	Lancashire
Inspection number	10367279
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	44
Number of children on roll	73
Name of registered person	Blue Bear Pre-School(freckleton) Ltd
Registered person unique reference number	RP537083
Telephone number	01772 633390
Date of previous inspection	1 February 2019

Information about this early years setting

Blue Bear Pre-School & Nursery was re-registered in 2016 to reflect a change in legal status and is located in Freckleton, Preston. The nursery employs 11 members of childcare staff. Of these, one holds early years practitioner status and nine 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 children.

Information about this inspection

Inspector

Susan Mitchell

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the management team about the leadership and management of the nursery.
- Staff spoke to the inspector about how they support children with SEND.
- The manager carried out a joint observation with the inspector.
- The inspector spoke to several parents during the inspection and took account of their views.
- Relevant documentation was available for inspection, including that relating to the suitability and qualifications of staff.

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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