

# Bosley Bobkins

Inspection report for early years provision

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**Unique reference number**

304986

**Inspection date**

08/07/2009

**Inspector**

Roger Gill

**Setting address**

St Mary's C of E School, Leek Road, Bosley, Macclesfield,  
SK11 0NX

**Telephone number**

01260 223280

**Email**

**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Bosley Bobkins is a pre-school playgroup, which provides for a maximum of 16 children at any one time. The setting is registered on the Early Years Register and the voluntary and compulsory Child Care Registers. It has been operating since 1995 as a registered charity that is managed by a committee comprising local parents. It is a member of the Pre-School Learning Alliance. The group meets in St Mary's CE School, in Bosley, a village near Macclesfield. The playgroup is open from 08.50 to 11.50, Monday to Friday in term times only. Areas of the school that are used consist of the main hall, two linked play areas, toilets, kitchen and outdoor play spaces. There are currently 18 children on roll between the ages of two and four years. No children have learning difficulties and/or disabilities, or are learning English as an additional language, but the playgroup is open to all children. There is no funding for free places at the moment. There are three members of staff of whom one has qualified teacher status. The other two have appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall, the quality of provision is good. Children are happy, well cared for and enjoy play that helps them make good progress in all areas of learning. Sometimes, however, there are not enough opportunities for imaginative play and occasionally, questions posed by staff are not open-ended enough to fully develop children's thinking. Nevertheless, children's individual needs are met well partly because links with parents are excellent. Good arrangements exist to ensure children's safety and health, including the increasingly good links with St Mary's school. Self-evaluation involving all staff is effective, the recommendations from the previous inspection have been addressed successfully and current practice demonstrates a good capacity to improve even further.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide more opportunities for imaginative play, which grow from children's own ideas or interests
- ensure that practitioners use open-ended questions more often to develop children's thinking.

## The leadership and management of the early years provision

The committee and staff work well together as a team to create this well organised setting that runs smoothly on a day-to-day basis. Staff are led well by a knowledgeable practitioner, so learning is productive, children are cared for well and included positively in all activities. Good relationships are developed because each member of staff knows children so well. Furthermore, good leadership and in

particular the key person system allows a close analysis of children's progress in learning and a good understanding of their next steps. The excellent partnership with parents includes daily opportunities to talk, a very beneficial home/school book and very informative newsletter. Moreover, parents are informed very well of the safeguarding procedures used to ensure their children's well-being. As a result, parents say that they are, 'extremely happy' with the setting. Many speak of the, 'caring, homely and stimulating', atmosphere in which their children thrive, 'a welcoming place to be for both children and parents.'

Documentation, which is required for the safe and effective management of the setting, is organised well. It covers all issues and is used well to promote all aspects of children's health, safety and well-being. Safeguarding procedures are understood well and followed closely by all staff. Staff are vetted thoroughly. The daily checks and risk assessment ensure that welfare and safety issues are reviewed constantly and amended where necessary. A good level of self-evaluation enables staff to review the kind of learning they are able to provide within the constraints of the setting in its current form before the new building is erected. To this end, staff training is regular and productive. Currently, most of the indoor learning takes place in the school hall, which means that equipment and resources are not easily accessible to children. Nevertheless, staff manage this situation well and have a good idea of how learning could be improved even more when space and facilities allow.

## **The quality and standards of the early years provision**

Children make good progress in all areas of learning owing to the interesting range of activities that are provided, despite any limitations arising from the current accommodation. For example, children recently acted out a wedding in full costume, which arose from children's own interest and conversations. This well planned activity had a strong impact on children's social development, their confidence in speaking in front of others and their enjoyment of learning: all of which equips them well for the future. Furthermore, regular activities such as bread making, making space rockets out of junk materials, and walks in the rural areas surrounding the setting account for children's keenness to learn and their parents' appreciation of what is provided. Understanding about health and safety is developed well through topics about fruit and vegetables and general learning in the area outside. Children are keen to talk about vegetables and how good they are for you. One child even proposed the interesting idea that, 'a parsnip is a peeled carrot.' Skilful teaching led a discussion on this and children's other ideas about, for example, the rough surface of the coconut, and pineapple being sold in the Bosley Bobkin's Shop. Outside, children learn that it is not wise to pick green strawberries because they might, if eaten, give you, 'a bad tummy.' Generally, the good level of discussion and questioning does not always contain enough open-ended questions to get children to think more fully about the topic being considered. Relationships are very good. Children work happily together and behave well. This is because adults in the setting present such a strong example for them to follow. Parents and carers receive superb advice about helping their children to succeed, even being given ideas about what to follow up in the holidays. Children's work is accurately and thoroughly assessed, which provides the

right kind of information to allow adults to plan new activities that suit children's particular needs. The constraints of the setting mean that resources and equipment are stored mainly in cupboards and are not freely available for children. Staff overcome these difficulties well but there is still scope for even more imaginative play to arise from children's spontaneous interests without it having to be planned beforehand.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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