



Bosley Bobkins

Inspection report for early years provision

Unique Reference Number	304986
Inspection date	13 February 2006
Inspector	Rachel Ruth Britten
Setting Address	St Mary's C of E School, Leek Road, Bosley, Macclesfield, SK11 0NX
Telephone number	01260 223280
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Registered person	Bosley Bobkins Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bosley Bobkins pre-school playgroup is a registered charity and is managed by a management committee comprising of local parents. It opened in 1995 and operates from the hall, craft and library areas of St Mary's C of E School in Bosley, a village near Macclesfield. A maximum of 12 children may attend the pre-school at any one time. The playgroup is open from 08.50 to 11.50, Monday to Friday, term time only.

There are currently 10 children aged from 2 to 5 years on roll; of these, nine receive

funding for nursery education. The pre-school is not currently supporting any children with identified special educational needs, or any children who speak English as an additional language.

The pre-school employs three staff. Including the supervisor, two of the staff hold appropriate early years qualifications and one member of staff is working towards a recognised child care qualification. The pre-school is also a member of the Preschool Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners employ a thorough knowledge of appropriate health and hygiene guidelines, policies and procedures. For example, staff vigilantly ensure that children wash hands, blow noses, keep warm and protect their clothes with suitable aprons when painting or playing in the sand. In addition, all children have their own clean plate for snacks and bring their own personal cup for drinks.

Staff make time for children to become as independent as possible in taking care of their own hygiene. They talk to them about why hygienic procedures are adopted. This means that children aged 3 and 4 know where to find tissues to blow their noses and place tissues in the bin after use. They also know that they all bring warm coats and hats because they will be playing outside in the cold.

Children enjoy very regular physical activity outside throughout the year, using the bark, tarmac and grassed areas which are the school play areas. They play imaginary games and utilise ride on toys, doll's prams, balls and other small equipment outside. They use the apparatus in the school hall for obstacle courses inside. These activities nurture their sense of space, ability to control their bodies and ability to use small equipment.

The modern, welcoming school hall and craft and library accommodation, very successfully promote children's emotional well-being. Staff usually scale the hall down to a third of its size using attractive partitions so that it is warm and homely, yet stimulating. The craft and library areas are an ideal for size for two groups of four to six children and are used every day.

Children are very well nourished and enjoy a healthy balanced diet because snacks and drinks given in the setting are healthy and without added sugar. For example, children eat bananas, crackers and water at snack time. Photo evidence shows tomato, carrot, grapes and sandwiches also being enjoyed. Staff are well organised, preparing snacks efficiently and involving 3 and 4 year olds in laying the table and serving. In this way, children enjoy the social aspect of meal times and can talk amongst themselves and with staff. Displays about eating five portions of fruit and vegetables encourage children and parents to adopt healthy eating regimes, adding to children's sound understanding of healthy eating. However, on Fridays there is a

treats day and sometimes parents are invited to join in with the session. On these days, treats include children's choices such as biscuits and jelly which are given alongside the healthy options.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, bright, welcoming, secure and safe environment. The hall is newly built and the craft and library rooms are bright and freshly decorated. Displays of children's art and craft work in connection with themes, letter and number are displayed on the partition boards and put out each day. There is good security to the entrance doors via a buzzer and intercom system, so that only staff let people in. A message book and password system is used for any different people coming to collect. This keeps children safe.

Outdoor areas are very safe and suitable, because the school has invested in safe boundaries, gates and varied equipment and surfaces. A school field is available for sports, role play and any curriculum activities under the gazebos when the sun is hot. In addition, neighbouring fields and farms are accessible for nature walks and exploring. Equipment is mostly suitable and safe, so that all children benefit from the appropriately sized chairs, tables, sand and water trays and painting easels. Rugs are used to provide warmth when playing on the floor, but these are curling at the edges which is posing a tripping hazard to children.

Children use interesting resources which are clean and purchased from reputable sources. These resources contribute significantly to children's enjoyment and achievement. For example, matching and sorting materials such as beads, pegs, cards, and puzzles are safe, interesting and well organised in boxes. Construction materials such as Brio train set, farm and garage are varied and in good quantities to facilitate children making diverse layouts and constructions. In addition, junk, fabric and household items are used for modelling and crafts. These are clean and suitable to use for their purpose along with suitable glues and paints. An investigation box, full of magnifiers, cameras, keys, kaleidoscopes, calculators, measuring tapes and tills is frequently used by children wanting to investigate. Resources are kept in storage boxes which are labelled and are placed nearby so that children can also help with most aspects of tidying away.

Staff are vigilant to ensure that children move about the setting safely and with increasing responsibility for themselves. For example, fire doors are always held open by staff to safely allow children to walk through, but children must take responsibility themselves to sit safely on the floor; they must sit on their bottoms with their hands in their laps where they cannot be trodden upon. Staff are particularly vigilant because children must move between rooms to accommodate use of areas by school children. They liaise well with the teachers to ensure that pre-school children are not kept waiting or queuing and that congestion does not occur. They keep areas clean, dry and safe throughout sessions. Children's safety is assured by these measures.

Children are protected from abuse because staff have a good understanding of their

role in child protection and are able to put appropriate procedures into practice when necessary. They are aware of what to do in the event of an allegation being made against them and know who to contact if they are concerned about a child. Consent is also obtained from parents for nursery use of photographs of the children. However, up to date reference information about child protection is not readily available or displayed for parents to see.

Helping children achieve well and enjoy what they do

The provision is good.

Children are developing a high level of confidence and self-esteem because staff listen to them, ask questions of them and have high expectations of what they can achieve. For example, they separate well from their carers and go to find their name card on the sheet. Children are happy, settled and interested in what they are doing because staff are committed, enthusiastic and work well together as a team. Staff plan activities carefully to cover all the areas of learning and are able to give many children one to one time while numbers in the pre-school remain small. For example, a child and one staff member play with the matching shapes cards while another child makes a witch collage with the other staff member. Staff talk to children about what they are doing which extends their vocabulary, number understanding, concept of shape, imagination and creativity.

Children's enjoyment and achievements are good because staff know children well and know what they can do. They skilfully and enthusiastically challenge and develop their play so that they take the next steps in their learning. For example, staff join in with children to focus upon what they are doing as they roll and shape the play dough or use the potato shapes to make paint designs with. They give purpose to their sand play by hiding all the numbers under the sand and asking children to find and order the numbers on the tray to see if they have found them all.

Children's opportunities to investigate are numerous and the hall, craft and library areas are well set out to allow children to choose their own learning. Role play, craft, dressing up, books, construction, sorting, writing and investigation are always available in the main hall. Water, sand, play dough, paints and baking are variously offered in the craft area. Books, small world figures, board games and the computer are variously available in the library area. As a result, children are very involved and usually respond well to one another and the challenges presented to them. This is cemented when staff and children sit together at the end of the sessions and look at each other's work and give one another a clap.

Nursery education

The quality of teaching and learning is good. Staff are fully committed to providing a welcoming atmosphere; a varied programme of activities covering all the areas of learning and an approach which fosters good relationships, self-confidence, good social behaviour and high levels of independence. Children understand what behaviour is expected of them and are making good progress in most areas of learning. This is because staff are successful in providing for their personal, social and emotional development. This underpins children's ability to learn because it gives

them self-confidence and a desire to learn new skills.

Providers have good knowledge about children upon entry, which is based upon effective verbal communication with parents by the child's key worker. Base line assessments are completed to ascertain children's individual starting points and the requirements for their next steps. There are records being kept of children's work alongside Foundation Stage profiles. Detailed observations and evidence for various of the stepping stones is kept following assessed activities. These are used to construct clear pictures of children's individual progress through the stepping stones to the early learning goals.

Staff present activities to children in a way that truly interests them and helps them to focus, persist and resist distraction. For example, staff present stories in an interactive way, asking questions and linking the stories to relevant day to day happenings. They suggest different ways that children can create their collage trains and witches so that children can find the best way to cut, stick and construct by themselves. These methods, expectations and questions challenge children to achieve as much as they can.

Children's progress is best in communication, language and literacy. This is because staff create excellent opportunities for children to acquire and practice their verbal, reading and writing skills. For example, children can write their name on their work and they trace their name when they come into pre-school each day. When they are going one by one to another activity, staff ask for children whose name begins with a certain letter. When they talk about the theme letter, children add other words that start with the same letter and they refer to their letter chart to see the shape of those letters.

Children's mathematical development is also very good. This is because staff bring numbers for counting, shape and measure into many aspects of the session. For example, they count how many children there are today and how many cups and plates they will need. They look for numbers in the sand and use number stencils. The computer programmes they use contain simple number problems, such as searching for the ice creams in the picture and finding a total of five.

Knowledge and understanding of the world, and creative development are sound. Staff ensure that children have daily opportunities to explore and investigate and to use information technology. Children love to examine things using the binoculars. They learn about many cultural festivals and about their own community as they experience stories, crafts, food and costumes, which explore their locality and the wider world. Children use all kinds of media and materials such as sand, paint, play dough, fabrics, tissue and card. They also have sufficient opportunities to act out and use dance and music. However, increased direct involvement in this by staff would maximise children's learning from the experience.

Helping children make a positive contribution

The provision is good.

Children join in well, take responsibility and play a productive part in the setting

because the warm environment and friendly, purposeful staff help children feel at home from the outset. Children and their parents are greeted at the door by their key worker or the supervisor. All children then start the day together in the hall with free play followed by a short group time when most children have arrived. Many activities are laid out ready to use. All aspects of the sessions then promote children's sense of belonging and responsibility for themselves and others as they play. For example, there is a 'helper of the day' each day, who takes special responsibility to do tasks such as fetching the calendar board, handing out plates for snack and counting how many children are present.

Children are helped to consider and value diversity as they play with various books, dolls, play figures and games, which show positive images of culture and special need. Activities have successfully brought festivals such as Chinese New year to life for children. Posters or pictures are also used which show people from other cultures and key words in various languages. There are also a good range of toys used to promote children's awareness of disability.

Children behave well and understand responsible behaviour because staff are motivated, vigilant and interested in teaching children how to behave well and consider others. They generously praise children when they help with the clearing up and when they sit well for group time or wait their turn. Children know what behaviour is expected of them and confidently go to staff for help to resolve disputes when they occur. Kindness to our friends in pre-school and outside is clearly promoted because staff remind children that this is the behaviour that is wanted.

The quality of partnership with parents and carers is satisfactory. Children receive good consistency of care because staff work well together with parents. Staff are approachable and interested and make time to speak to parents. Enrolment information is detailed and covers most terms, conditions, policies and procedures quite comprehensively, including a daily timetable. However, information does not clearly introduce the curriculum to parents. Newsletters and notices keep parents informed about events and themes and request items to support children's learning about the letter and colour of the week. However, there are no activity ideas given to parents about how they can be involved in their child's learning at home. These weaknesses impact on children's learning if parents lack information and are not supporting their child's learning at home.

Parents express high levels of satisfaction with their children's progress and the quality of the setting and staff. They find their children are made very welcome and transfer easily into the setting. Written comments say for example, "Thank you for the wonderful start given to my child. He enjoys writing his name, singing the alphabet, counting, drawing, painting and making models. He loves the sand, water and riding the bikes. You have channelled his enthusiasm in positive directions, giving him structure and understanding and he has made many friends."

Parents have an opportunity to verbally share their own expectations and their child's routines and starting points when they begin at pre-school and they have a key worker with whom to discuss the details of their child's progress. Written reports of children's progress are usually only made available at the end of the pre-school career, although evidence of work and activity evaluations and profiles are regularly

completed to inform planning for individual children. This written information is verbally passed on to parents regularly and is used for identifying and addressing children's individual next steps for learning.

Children's spiritual, moral, social and cultural development is fostered well.

Organisation

The organisation is satisfactory.

Recruitment and vetting procedures work adequately to ensure that children are well protected and cared for by suitable staff with qualifications in child care. However, there are no accessible staff files kept on the premises containing information about recruitment, training and qualifications. The effect of this on children is minimal because all staff are suitable and qualified, but parents confidence is undermined without this information available.

Staff have adequate opportunities to improve their knowledge by attending courses and workshops and use this knowledge effectively to provide children with a wide range of learning experiences. For example, they all have first aid certificates and attend some workshops when these are held locally.

Staff deployment contributes well to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. Staff to child ratios are good and staff work cooperatively together to effectively support each child. Staff are vigilant and have a clear sense of purpose as they spread their observation, assistance, support and teaching to all the children attending. They are successful at motivating and enhancing children's enjoyment and social skills, especially when one to one time is given. However, the number of movements around the setting compromises the achievements of children because they are spending time preparing to move rooms up to three times in each session. This means that children have a reduced amount of time to spend in meaningful activity, even though these movements are done efficiently and are used as learning opportunities.

The organisation of the day care promotes mostly positive outcomes for children because adults use their time and resources well within the constraints of the school usage of the hall. They prepare and plan sessions in advance and spend as much time as possible in direct contact with children, enhancing their learning and enjoyment through meaningful conversation and example. When crafts, constructions or other work cannot be completed because of required movements around the setting, staff compensate wherever possible by ensuring that children have chances to go back to these things the next day.

The leadership and management of the nursery education is good. The supervisor has a clear sense of purpose and is well supported by the committee to provide a high quality setting which staff, parents and children are proud of. They aim to continue to improve the overall delivery and assessment of the nursery education, to ensure that children enter the school having had a good pre-school experience. They develop solid and supportive relationships with all staff. Leaders also evaluate their strengths and weaknesses well and are open to suggestions about how to improve

the setting further and maintain a full roll.

Policies and procedures work satisfactorily in practice to promote children's enjoyment, achievement and ability to make a positive contribution. For example, child details provide sufficient information to enable good care to be given and policies are clear and appropriate, detailing the principles and practices of the setting. However, medication records are not being kept when medicines have been given following parents consent. This compromises children's health if parents are not certain that a medicine has been given. In addition, the daily register is not completely accurate and up to date at all times, showing arrival and departure times. This compromises children's safety in the event of an emergency.

The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

There were six recommendations made at the last inspection of care. One point for consideration for improvement was given at the last inspection of nursery education.

Play space and staff deployment have been improved to facilitate more effective supervision of children. There are still usually only two members of staff on duty, but they are working together well to ensure that play spaces are appropriate to the size of the group and that as much time as possible is spent in direct contact with the children. Movements between the hall and the craft areas to allow room use by school children, means that time is still lost with extra tidying away on some days. Nevertheless, children's safety and enjoyment are improved.

Uncollected child procedures and the child protection, equal opportunities and complaints policies have all been amended to include the details required by the National Standards. The amended policy document is available to all parents and policies are now robust enough to ensure the adequate safety and well-being of all children attending.

The point for consideration from the nursery education inspection was to provide parents with access to information on the progress their children are making towards the early learning goals. Parents can view their child's workbooks and scrapbooks along with their individual Foundation Stage profile book. These are kept up to date and evidence records are used to demonstrate clearly how each child is making progress. However, it is not clear when and if parents actually view these documents until their child is ready to leave pre-school. However, verbal feedback on children's achievements is given on a daily basis if there are significant comments to make.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the daily register is accurate and up to date, showing times of arrival and departure
- maintain a record of all medication administered and ensure that parents or carers sign to acknowledge each entry
- ensure that individual staff records are kept on the premises containing information about recruitment, training and qualifications
- ensure that rugs used in play areas do not pose a tripping hazard.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that parents receive good quality information about the educational programme and are actively encouraged to become involved in their child's learning in meaningful ways.

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