



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 304986

DfES Number: 581272

### INSPECTION DETAILS

|                 |                      |
|-----------------|----------------------|
| Inspection Date | 07/07/2004           |
| Inspector Name  | Susan, Helen Spencer |

### SETTING DETAILS

|                 |  |
|-----------------|--|
| Day Care Type   | Sessional Day Care   |
| Setting Name    | Bosley Bobkins   |
| Setting Address | St Mary's C of E School<br>Leek Road<br>Bosley, Macclesfield<br>SK11 0NX |

### REGISTERED PROVIDER DETAILS

|      |                                   |
|------|-----------------------------------|
| Name | Bosley Bobkins Pre-School 1054290 |
|------|-----------------------------------|

### ORGANISATION DETAILS

|         |  |
|---------|--|
| Name    | Bosley Bobkins Pre-School  |
| Address | St Mary's C of E School<br>Leek Road, Bosley<br>Macclesfield<br>Cheshire<br>SK11 0NX |

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Bosley Bobkins is a pre-school playgroup, registered to provide care for a maximum of 12 children. Operating since approximately 1995, it is a registered charity and is managed by a management committee comprising local parents. It is also a member of the Preschool Learning Alliance.

The playgroup is open from 08:50 - 11:50 hours, Monday to Friday, term time only.

The playgroup is located in St Mary's CE School in Bosley, a village near Macclesfield. Areas of the school which are used consist of the main hall, two linked play areas, toilets, kitchen and outdoor play areas.

There are currently 11 children on roll, none of whom have special educational needs or English as a second language. There are nine funded three year olds and one four year old.

There are three members of staff, two of whom are qualified, the other intending to work towards a recognised child care qualification. The playgroup is open to all children.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Bosley Bobkins Pre-School Playgroup offers a high quality education. It provides a happy, welcoming and stimulating environment where children make very good progress in all the early learning goals.

The quality of teaching is very good. Staff are enthusiastic and work well together to provide an interesting learning environment. Planning is conscientious and based on the early learning goals. The staff are very good role models for the children with whom they build trusting relationships based on mutual care and respect. Staff know the children well. They have a good insight into how children are developing and progressing. The nursery shares its accommodation with a school. The nursery staff manage the available accommodation well to fit the needs of the school, moving between areas as seamlessly as possible, although this means the staffing ratio is high. Resources are used well to provide stimulating, exciting, challenging but achievable activities for both 3- and 4-year olds.

The leadership and management are very good. A positive ethos has been created. Regular meetings are held, staff are deployed effectively, and all staff are committed to the continuous development of the setting and of their own expertise.

The partnership with parents is very good. Parents have a very positive view of the provision. Staff are warm and friendly and provide parents with regular newsletters. They regularly share information informally about their children's achievements, although they do not sufficiently encourage parents to access their children's progress records.

### What is being done well?

- Children are excited to learn, curious and independent. They have high self-esteem and form good relationships with their peers and carers. Their behaviour and co-operation with those around them is generally very good.
- Children's mathematical development is very good. Many children show an interest in number and shape. They are able to use their mathematical knowledge to solve practical problems independently and in a group.
- Staff work very well together as a team, they know the children well and nurtured well their personal, social and emotional development.
- Children have a good well-developed vocabulary and converse confidently with adults and each other.

### What needs to be improved?

- accessibility to information about the progress their children are making

towards the early learning goals needs to be increased.

**What has improved since the last inspection?**

At the last inspection the nursery was asked to improve the children's access to technology to support their learning. The setting has made generally good progress in this. It has secured some usage of the school's computer, whilst also encouraging children to use technological toys during ongoing learning activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are forming good relationships with adults and peers; they play in small groups and share their experiences. They are learning to negotiate with others, to share equipment and take turns. Children are happy and confident, they are interested in the activities, they show excitement and are motivated to learn. Children are well behaved and are able to sit quietly, displaying high levels of concentration and perseverance with chosen tasks.

### COMMUNICATION, LANGUAGE AND LITERACY

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are very competent communicators; they are able to take turns in conversation, they listen carefully to others and talk confidently in a group. Children enjoy story and singing times and enthusiastically join in with well known and remembered phrases. Many children link sounds and letters. All recognise their own name and while younger children mark make, older children are able to write their name and some recognisable letters.

### MATHEMATICAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children confidently count in sequence up to, and some beyond, six and use these skills in everyday situations, for example to discover how many children are present. Older children can solve practical problems by adding on or taking away. Children actively use mathematical language to describe position, shape and size. Many enjoy sequencing and looking for patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children enjoy well-planned, imaginative activities, which stimulate children's natural curiosity and interest as they explore a wide range of materials using their senses. They have access to a range of construction equipment, technological toys and a computer. Children learn about different cultures. All develop their understanding of time as they talk about days of the week and have an understanding of time, recalling past events, while happily discussing their future holidays.

### PHYSICAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children's fine manipulative skills are developing well. They engage in lots of activities that encourage hand-eye co-ordination, handling small tools, including small hammers, rolling pins and scissors. Children are able to negotiate space when using pedal toys and when running, jumping, crawling and climbing. Children are beginning to notice the effect of exercise on their bodies, feeling how much faster their heart beats after running.

|  |           |
|--|-----------|
| <b>CREATIVE DEVELOPMENT</b>  |           |
| Judgement:   | Very Good |
| Children have a good repertoire of songs; more confident children name additional songs to sing and all join in with words and actions. All enjoy exploring new sounds as they play a range of musical instruments. Children enjoy exploring colour and texture when sponge painting, and enjoy tactile experiences when handling play dough, sand and water. Children use their imaginations well when working, for example, in the 'doctor's surgery'. |           |
| <b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>  |           |

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but considerations should be given to improve the following:
- provide parents with access to information on the progress their children are making to the early learning goals.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*