

# Bossy Boots Creche

Inspection report for early years provision

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**Unique reference number**

EY276600

**Inspection date**

16/02/2011

**Inspector**

Janet Singleton

**Setting address**

4 Parks Yard, Off Silver Street, Bury, Lancashire, BL9 0EX

**Telephone number**

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**Email**

**Type of setting**

Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Bossy Boots Creche is owned by a private provider and was registered in 2004. It operates from a two storey building in Parks Yard in the centre of Bury. The creche serves the local area. The creche is situated on two floors with a stairway to access the second playroom. There is a fully enclosed area available for outdoor play.

The creche opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions as the service is very flexible providing care from one hour to all day. A maximum of 18 children may attend the creche at any one time. There are currently 50 children attending who are within the Early Years Foundation Stage. The creche also offers care to children aged over five years to eight years. The creche is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The creche provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The creche employs five members of child care staff. Of these, one holds an appropriate early years qualification at Level 2 and four at Level 3 or above. The creche receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Practitioners have a sound understanding of the Early Years Foundation Stage to promote children's learning towards the early learning goals in a satisfactory manner. The learning environment is well planned with good resources within easy reach of the children. Children are safe and secure in the setting. Documentation to support the efficient management of the setting is mostly in place although some are incomplete. Partnerships with parents are good. The setting is beginning to evaluate its provision in order to improve outcomes for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the risk assessment clearly states by whom it was carried out, the date for review and make sure it is reviewed at least once a year or more frequently where the need arises.

02/03/2011

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

- develop further the assessment procedure to systematically identify children's

learning priorities across all six areas of learning to give a rounded approach to child development

- develop the systems for the evaluation of the setting as a basis for the ongoing internal review of the quality of the provision
- ensure the policies and procedures contain the correct telephone number for contacting the regulatory body Ofsted regarding the complaints procedure.

## **The effectiveness of leadership and management of the early years provision**

The arrangements for safeguarding children are satisfactory. Practitioners are aware of the action to take to protect a child and are fully aware of all supporting policies and procedures. The vetting procedure is appropriate and includes the completion of Criminal Records Bureau checks to maintain the suitability of all adults. An induction and appraisal system for staff contributes to their ongoing suitability. The setting maintains most policies and procedures in an appropriate manner. The record of the risk assessment does not include by whom it was carried out, the date for review nor is it certain that it is undertaken on an annual basis. This is a legal requirement however, it does not impact on the safety of the children because it relates to the maintaining of the written record. Daily checks are in place to ensure the setting is safe for all children. The telephone number within the complaints procedure for contacting the regulatory body, Ofsted, is incorrect should parents wish to make contact. Practitioners are aware of the need to make links with other agencies although these are not needed at the current time. The inclusion of all children in the practice of the evacuation procedures means they are learning about how to keep themselves safe. All children have equal access to the resources and their understanding of the differences and similarity of people is fully promoted.

The management have begun to develop the system for the evaluation of the setting to identify their strengths and weaknesses enabling them to begin to plan changes and improve their service. Practitioners work extremely well with parents and carers to improve outcomes for all children. They share good quality information and parents can access their children's learning journey at all times. Parents' comments are sought in regard to the assessment procedure for their children and their contributions are used to assist children's progress towards the early learning goals. This promotes continuity in their children's learning progress. Comments from parents are very positive and include the friendliness of the staff, the progress their children are making and the welcoming environment. Notice boards and newsletters contribute to this good process.

## **The quality and standards of the early years provision and outcomes for children**

Practitioners promote children's welfare, learning and development satisfactorily. Through the observation and assessment procedure, practitioners record children's interests in their learning using the details to inform future planning. However, the learning priorities for children are not consistently identified as practitioners

sometimes build on the activity children are interested in and not the outcome for learning. Children are happy and mostly secure as they take part in well-planned activities. Practitioners have a solid relationship with children as they support them in their play. They use open-ended questioning and encourage children's thinking asking questions such as who, why and what.

Children enjoy the role play as they use their imagination to act out the roles of the adult. They wrap dolls in blankets and they put them to bed imitating what they have seen. They use the resources, for example, pretend utensil and crockery, to make tea as they chatter to each other as they learn to socialise together. They are engaged and occupied as they make choices from the resources, moving freely and enjoying their learning. They benefit from a variety of activities as they play in the child-centred environment and access the continuous play provision; for example, construction, sand and the mark making areas. They sing songs and count during activities, as they count and name the colours of the cups at snack time. They learn about their own and the cultures of others as they take part in celebrating festivals and dressing up in Chinese and Red Indian clothing. They learn about the communities and people who help us as they develop an understanding of the outside world. They enjoy reading stories together as they act out and join in the storyline with enthusiasm. They are happy and content seeking reassurance from staff. Practitioners look after younger children's emotional needs through cuddles and reassurance at all times. They sit at the low table and support them in their play as they access jigsaws.

The good information gathered from parents enables the practitioners to identify children's starting points for their future development. The practitioners encourage children in developing their understanding of their personal hygiene through everyday routines such as hand washing. Meals are provided by the parent and a healthy lunch box approach is taken. Children enjoy a mixture of fresh fruit for snack with water to drink. Children sit together chatting about the grapes tasting like cherries as they enjoy the social occasion. Overall, children make sound progress in their learning as they play and develop in a child-centred environment.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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