

BOSH 5

Roll Crescent Primary School, Rolls Crescent, MANCHESTER, M15 5FT

Inspection date

Previous inspection date

05/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Risk assessments are not consistently implemented, which compromises children's safety.
- A record of complaints is not maintained, which is a breach of the statutory requirements and may compromise children's safety.
- Insufficient attention is given to ensuring that parents have full information regarding the learning programmes, staffing and who their child's key person is, which means partnership working is not fully supported.
- The learning and development programmes are not sufficiently embedded into daily practice to ensure all children access a challenging and interesting range of activities.

It has the following strengths

- Children are happy, settled and have positive relationships with the staff and their peers.
- Children are beginning to take some responsibilities in how the setting is run, which gives them a sense of belonging.
- Children's health and well-being is supported well. The staff take appropriate action when children are feeling unwell and they benefit from the provision of healthy and nutritious snacks.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities, which children took part in.
- The inspector spoke to the manager and childcare staff at appropriate times during the inspection.
 - The inspector viewed a range of documentation, including risk assessments, safeguarding and complaints policies and procedures and children's learning journals.
- The inspector took into account the views of parents spoken to on the day.

Inspector
Susan Heap

Full Report

Information about the setting

BOSH 5 was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises within the grounds of Rolls Crescent Primary School in the Hulme area of Manchester and is one of five settings managed by BOSH Limited. The setting serves children, who attend the school and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play.

The setting employs three members of childcare staff. The manager holds an appropriate early years qualification at level 3, one member of staff has an early years qualification at level 2 and one member of staff is completing an early years qualification at level 2. In addition, there are two members of supply staff.

The setting opens Monday to Friday, term time only. Sessions are from 3.15pm to 6pm. Children attend for a variety of sessions. There are currently 30 children on roll, of these, nine are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the risk assessments which identify aspects of the environment that need to be checked on a regular basis are effectively and consistently implemented in order to safeguard children
- develop knowledge and understanding of the learning and development requirements to ensure the educational programme across the seven areas of learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity, in order to provide a challenging and enjoyable experience for all children
- keep a written record of any complaints and their outcome. The record of complaints must be made available to Ofsted on request
- make information available to parents and carers to include: the range and type of activities and experiences provided for children, the daily routines of the setting and how parents can share learning at home; the staffing in the setting; the name of their child's key person and their role.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The planning of activities for children is very much in the early stages of development. The manager has recently attended a training course on the Early Years Foundation Stage and the planning of activities for the children in the setting. This has led to a more child-led approach to the planning of activities within the last two weeks. For example, a large planning book has been put in place and children can add their own ideas and interests. A recent topic in school about 'Explorers', led to the staff and children discussing and planning activities on the theme of pirates. Children made pirate hats, drew pictures of pirate ships and made flags and masks, which also led to them playing a game of 'Pirates' in the outdoor area. The manager is developing ideas for the next topic, which is on nature and leads on from children's interests. For example, children went on a treasure hunt finding insects, worms and snails. Staff have an understanding of children's individual needs and talk knowledgably about what they like. They are beginning to complete some simple observations of children's play, but they do not make sufficient use of their observations to clearly assess children's developmental stages. As a result, some activities offered are basic and not challenging children or effectively helping them to build on their existing skills and abilities. This impacts on the skills and attitudes children develop in their learning and also their behaviour. For example, on the day of inspection, very little activities were planned for or offered to the children. These were limited to books set out on a table, a free painting activity, playing games on a tablet computer, ball games and sand and water play in the outdoor area.

The setting does not liaise with parents about children's learning and development and how they could support their children's learning at home. Consequently, this impacts on the setting's ability to promote continuity in children's learning and development. The setting operates solely for children, who attend the on-site school. Partnerships with the school to exchange information about the progress of individual children are developing. Although, some information is exchanged regarding whole class topics and children's well-being, planning for individual children is limited, due to a lack of precise information with which to track their progress in all areas of learning.

The contribution of the early years provision to the well-being of children

The setting operates a key person system for children, in order to support their emotional well-being and provide continuity of communication with parents. Sufficient information is gathered from parents to enable staff to meet children's care needs and help support their transition into the setting. Children are confident and happy, sharing banter with staff and demonstrating a sense of belonging.

Older children's behaviour can be challenging at times, but the staff are consistent in offering praise and redirection, which is age appropriate. Staff strive to work on similar methods to those which the school applies, such as having a 'red thinking spot', which is

used for time out. This gives children time to think about their actions before they re-join the group. Each day, a child is given the responsibility of writing the list of children on the whiteboard, who would like to play on a tablet computer. Children are also involved in setting the ground rules for behaviour, which are displayed to help support appropriate behaviour. This gives them some sense of ownership and involves them in the decision making processes.

Children transfer from school to the setting in an orderly manner, which maintains their safety when they need to move in numbers around the premises. Staff deploy themselves appropriately, in order to maintain children's safety, with two staff supervising outdoor play, due to the numbers of children, who choose to do this. By giving explanations, staff develop children's understanding of safety, such as staying in sight of adults in the outdoor area. However, less attention is given to challenging people entering the grounds and ensuring that the daily checks of the grounds and premises are completed. This compromises children's safety and means that the safeguarding and welfare requirements are not fully met.

Children comment about how they enjoy playing outdoors the most. They are enthusiastic about outdoor play and the majority of them choose this as their main activity during their time in the setting. They play cooperatively with their friends in games, such as 'honey bear', or play ball games on the tennis court, which supports their physical development. The setting has access to a very large outdoor area and children also have access to the school's resources that are static, such as the climbing and balancing equipment. However, there is little planning for physical activities, which sustain their interest. This sometimes means that children are not fully engaged and wander aimlessly around. Resources are, generally, accessible to children, including those for craft, making mark and outdoor play and this encourages independence as they make choices about where they play.

Children show an understanding of the daily routine, as they immediately visit the bathroom to wash their hands before snack time on their arrival from school. Tables are laid out attractively with healthy and substantial snacks. Children can select from several options, including a range of fruit, pitta bread, hummus and yoghurts. This helps to support children's understanding of a healthy diet. Children use this time to socialise with their friends and develop their self-care skills. They are encouraged to give their ideas about what kind of food they would like and carefully write a shopping list for the following week on the whiteboard. As a result, they are beginning to take on some responsibility.

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

Staff have a sound understanding of safeguarding procedures and are clear about what they would do should they have a concern about a child in their care. All staff have completed a Disclosure and Barring Service Check and details are held on file. Documentation to support children's health and well-being, such as accident and

medication records are in place. Staff take appropriate action when children are unwell, carefully monitoring them and contacting parents when applicable.

Although, there are a range of policies and procedures in place to underpin the daily practice, these are not applied consistently or with vigour, which compromises children's safety and partnership with parents. A complaints record is not maintained, risk assessments are not completed daily and the range of activities offered for children does not consistently offer challenge or interest. This means that some aspects of the learning and development and safeguarding and welfare requirements are not effectively being met.

Staff work well together. The manager is new to the post and has an appropriate understanding of her role in monitoring the delivery of the learning and development requirements of the Early Years Foundation Stage. As a result, she has recently implemented weekly staff meetings to support staff's understanding of roles and responsibilities and action plans to drive improvement. Self-evaluation is in its early stages and the setting is striving to improve this, by developing target setting across all areas of practice, especially planning, observing and assessing children's learning. The manager attended training recently on the Early Years Foundation Stage and cascaded the information learnt to the staff team. However, staff's knowledge is not yet firmly embedded into their daily practice, which means that activities for children are not carefully planned for.

Partnership with parents is weak. Some information for parents is displayed on notice boards and there are written policies and procedures available for them to view. They are kept informed of what children have been doing verbally when they collect them. However, there is no clear information about who their child's key person is, who the staff on duty are or their qualifications. This means that they do not know who is caring for their children. Discussions with parents show that they have some dissatisfaction with the service provided and their concerns concur with the findings in this inspection. Staff understand the importance of working with others, who are involved in the care of children, when required and work closely with the school staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment of the premises and equipment: at least once a year

and immediately, where the need for an assessment arises; ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)

- make available to Ofsted, on request, a summary of complaints made in relation to the requirements during the past 12 months and the action that was taken as a consequence (compulsory part of the Childcare Register).
- undertake a risk assessment of the premises and equipment: at least once a year and immediately, where the need for an assessment arises; ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- make available to Ofsted, on request, a summary of complaints made in relation to the requirements during the past 12 months and the action that was taken as a consequence (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY458570
Local authority	Manchester
Inspection number	900817
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	27
Number of children on roll	30
Name of provider	Bosh Limited
Date of previous inspection	not applicable
Telephone number	01612341090

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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