

Bossy Boots Creche

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

Inspection date

28/02/2014

Previous inspection date

07/03/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- The key person system is well-embedded and strengthens parental partnerships. As a result of this, children are eager to greet their key person, embrace them with hugs and quickly settle in to their learning environment.
- Children's health and care is well-promoted. Children are provided with healthy, nutritious snacks, drinking water is readily available and staff display good hygiene practices.
- Educational programmes provide children with a range of interesting activities that are tailored to each child's personal interests.

It is not yet good because

- The monitoring of children's individual learning and development is not fully developed. As a result of this, systems for tracking children's progress, identifying potential gaps, correlations and opportunities to further ignite children's learning are not always identified and implemented.
- The deployment of staff outdoors is not adequate. Staff are too occupied with keeping the entrance gates closed, due to them not correctly locking due to adverse weather conditions. As a result of this, staff cannot support children's outdoor play.
- Risk assessments are generic and not unique to the different areas of the setting. As a result of this, not all potential hazards to children, such as the storage of equipment in the toilet areas, have been correctly identified.

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 took a tour of the premises.
- The inspector examined a number of policies, procedures and checked the suitability of staff members.
- The inspector held a meeting with the manager, spoke to staff, children and parents.
- The inspector held a joint observation with the manager of a teaching and learning activity.

Inspector

Luke Heaney

Full report

Information about the setting

Bossy Boots Creche was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Bury area of Manchester, and is managed by a private provider. The creche serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play. The creche employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, and one holds a level 2 qualification. The creche opens Monday to Friday all year round. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 30 children attending who are in the early years age group. The creche supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the monitoring of assessment for all children, by ensuring a robust system is in place to identify children's learning requirements, progress and next steps and provide clarity in order to see if children are meeting expected outcomes for their age and stage of development
- improve the risk assessment for the toilet area to ensure equipment, such as pushchairs and high chairs, is stored appropriately
- take all necessary steps to ensure staff are suitably deployed outdoors, and are not constrained to a particular area, such as standing next to gates to keep them shut.

To further improve the quality of the early years provision the provider should:

- extend further the development of the outdoor area, by providing a wide range of interesting and challenging activities that will enable children's understanding of the natural world, for example; by being involved in planting and growing activities
- develop staff practice in skilfully questioning children during play to improve their learning.

Inspection judgements

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

Management have an adequate understanding of the statutory requirements of the Early Years Foundation Stage. As a result of this, minor breaches of the welfare requirements have been made, but the impact on children's holistic development is minimal. For example, support for children's learning in the outdoor area is hindered because staff are deployed 'guarding' the gates which were recently damaged and now do not shut properly. Management have taken the correct steps in identifying the gates to be repaired and have a maintenance person booked in imminently. However, in the meantime staff are too preoccupied to join in with children's outdoor play. Indoors, children receive a broad range of activities and experiences that shape the educational programmes. For example, children become engrossed in small world play whilst playing with dinosaurs; play cooperatively with sound bingo and pretend to feed babies in the home corner. Staff have a sound knowledge of the seven areas of learning and provide children with a personalised curriculum. However, there are some inconsistencies in the quality of teaching as not all staff use skilful questioning to extend children's critical thinking skills. For example, children are intrigued in a spider outdoors and staff miss opportunities to fully utilise this moment by asking challenging questions, such as how many legs does a spider have?

Observation and planning are well-embedded within the setting. Staff plan interesting activities for children, such as providing visits from the local fire service and visiting the local park. Two year progress checks are well-rooted and staff have a good understanding of the implementation of these and include parents and other professionals such as health visitors into the process. Systems for the tracking of children's learning and development are not yet fully developed within the setting. As a result of this, children's learning and developmental needs are not always identified as quickly as they could be. For example, staff spend too much time on the observation process and do not effectively use the next steps, to inform individual or cohort progress. As a result of this, particular gaps in children's individual learning are not easily identifiable and opportunities to ignite and support children's development further are missed. Furthermore to this, parents are not kept well-informed about their children's overall learning and development as staff have not identified where each individual child is working at developmentally.

Children's initial starting points are obtained from an 'All about me' book and staff fully utilise this information to ensure children quickly settle and enjoy the activities on offer. New systems for observing children upon entry have been implemented and allow the key person time to get to know their children and understand their needs. Parents and carers are fully involved in this process and regularly chat to staff about what their children like doing at home and what interventions can be put in place if needs be. For example, to support children with English as an additional language, staff work with parents and learn key phrases in their home language and used these within the setting to help provide a foundation for them to acquire spoken English. Children with special educational needs and/or disabilities are well-supported at the setting. The special educational needs coordinator has a good understanding of the particular needs of children within the setting.

and put appropriate interventions in place to support individual children. Staff form part of a multidisciplinary team and work with health visitors, speech and language therapists and healthcare professionals, such as doctors and nurses to ensure consistency of approach. Documentation for children with special educational needs is robust and regularly monitored by management and other professionals. As a result of this, children with special educational needs make good progress, relative to their starting points. Children are adequately supported in developing skills that will enable them to be ready for their next stage in learning, such as starting school.

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

Children enter the setting with enthusiasm and happily separate from their parents and carers. Children access their environment very well and feel valued within their learning environment. For example, children's photographs, creative work and models are very evident around the setting. Children are eager to show the inspector paintings, toy animals and models which they have made. Children's well-being is slightly compromised due to risk-assessments not being effective in identifying potential hazards that children may come into contact with, such as items of equipment that are stored in the toilet area. Staff supervise children closely to promote their safety when they visit the toilet, but have failed to identify the inappropriateness of storing equipment, such as high chairs in that area. The key person system is well-embedded within the setting and parents and carers are fully aware of who their child's key person is. Key persons provide a warm, caring and loving relationship with children in their care. As a result, children are emotionally secure. Children hug their key persons upon entry and look for their approval throughout the day. For example, whilst a child is playing with malleable material, the child becomes adamant about showing their key person the finished product and loudly calls her name to approve and praise the child. A wide range of appropriate information is obtained upon entry to the setting about children, including dietary requirements, medical needs and emergency contact information.

Children display good behaviour across the setting and staff talk to children about inappropriate behaviour, such as throwing toys or snatching from others. Children listen perceptively to staff whilst they are being talked to and actively take on board what they say. Children's behaviour is rewarded through praise, encouragement and stickers. Staff inform parents of behaviours and work closely with them, offering advice on how to manage different types of behaviours at home. Children's care and hygiene needs are appropriately met. Staff wear appropriate clothing when changing children, use appropriate antibacterial sprays to clean all surfaces and complete written documentation upon completion of changing children. Children are reminded to wash their hands before snack times and after using the toilet. Staff have appropriate food hygiene qualifications to prepare snack and offer children a range of fruits. Children provide their own lunches, which the setting adopts a healthy eating stance on. Younger children are provided with their own drinking bottles from home and older children use the setting's cups, to pour their own drinks throughout the day. Drinking water is readily available and accessible to children throughout the day. Children learn about healthy practices by having visits from the local nurse and dentist. In these visits, older children learn about healthy lifestyles,

looking after their teeth and eating healthy foods.

The setting has established good links with the local primary school to ensure transitions for children are well-supported. For example, teachers are invited into the setting to observe the children in an environment in which they feel content. Summative assessments are passed onto other settings and a contact number is provided for new practitioners. Staff talk to older children about transitions and seek advice from other establishments to see how they implement the transitional process. Management have noted that they would like to try new initiatives for transitions and are working closely with other settings to devise a system that will support the emotional well-being of all children. Parents spoken to on the day of inspection are very pleased with the service provided by the setting and commend the staff on their approachable and caring manner. The setting promotes equality and diversity well. For example, there is a large welcome board that is rich in print and hosts various languages. Furthermore, staff introduce traditional cultural celebrations to children, such as Chinese New Year and Christmas.

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

Children are safeguarded well at the setting. Staff have a good knowledge and understanding of what to do if they are concerned a child is being abused. Staff can identify who the lead safeguarding officer is and who else to contact if they wanted further advice or support, such as the Local Safeguarding Children's Board. Staff can also correctly identify the possible signs and symptoms of abuse. Staff have attended safeguarding training and have up-to-date knowledge on the correct use of mobile phones and cameras. Their knowledge is supported by a comprehensive safeguarding policy. Leadership and management requires improvement as a number of minor breaches of the Early Years Foundation Stage have been highlighted. As a result of this, management have failed to effectively deliver aspects of the legal requirements of the statutory framework. Risk assessments are generic and are not personal to each area of the setting. Management have failed to include everyday objects into the risk assessment process that may cause potential harm to children. For example, ensuring gates close correctly and by ensuring toilets are free from items being stored; such as high chairs and pushchairs. However, the impact on children's safety is minimised because staff supervise children closely at all times.

The monitoring of children's learning and development requires improvement. Staff undertake the two year progress check effectively, but all other forms of assessment, such as summative assessments, do not always provide information to where children are working towards, in regards to the seven areas of learning and which developmental bands they are working within. As a result of this, no formal tracking of children's progress is in place. This means management cannot effectively identify any particular gaps or offer perceptive support to specific cohorts, such as boys or children who require further challenge within their learning. Management are aware of this and have devised a proforma that highlights what areas children may need experience and support through observations, but this will not adequately support the tracking of children's individual learning. The impact on children's learning and development has not been that

detrimental, as staff have provided individualised planning, carried out regular summative assessments and observations have been robust. Children that were tracked by the inspector are working within the typical developmental bands for their age. The manager has implemented systems for the monitoring of teaching and has begun to carry out observations on staff members, to highlight strengths and weaknesses of practice. However, these have not yet been successful in addressing inconsistencies in staff teaching practice. Staff supervisions and appraisals are regularly carried out and actions are put in place such as to attend professional training.

Since the setting's last inspection, the management team have worked effectively to meet the required actions and all of these have been successfully met. Management developed an improvement plan and now holds regular meetings with staff to ensure they participate in the self-evaluation process which highlights certain aspects of improvement correctly. Staff and parents are involved in this process, through questionnaires and formal feedback. Staff aim to review self-evaluation every 12 months. Management have highlighted appropriate areas of improvement for future practice. The setting works effectively with a number of agencies and promotes community cohesion very well. For example; children have regular visits from the local police; fire service; visit the local library and attend local toy libraries. Management have developed good links with local schools and health professionals. As a result of this, children have an active part in their diverse and vibrant community.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY276600
Local authority	Bury
Inspection number	911304
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	30
Name of provider	Donna Louise Hayton
Date of previous inspection	07/03/2013
Telephone number	0161 764 1264 and 07734 965 060

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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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