

BOSH 5

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

Inspection date	13/02/2014
Previous inspection date	05/07/2013

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

- Staff have a sound knowledge of children's interests and children are suitably engaged in the activities provided.
- Children are confident and have many opportunities to direct their own play.
- The friendly interactions from the staff ensure that children form secure attachments quickly.

It is not yet good because

- The procedures for maintaining staff records are not fully robust. As a result, required information about vetting processes is not readily available for all staff.
- Specific aspects of the welfare requirements are not fully met for all children, such as information relating to who has legal contact and parental responsibility of a child which means some children are not fully protected.
- The systems for self-evaluation and monitoring of the provision are not rigorous enough to secure areas for improvement.
- Partnerships with parents and school are not strong because information sharing about children's learning is not fully developed yet.
- Staff generally support children to behave and move calmly in areas, however messages given by staff about appropriate behaviour is inconsistent at times.

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 in the main classroom, the corridor and in the playground.
The inspector checked evidence of suitability of staff working with the children and
- looked at induction and staff training procedures. The inspector also looked at policies and children's records.
- The inspector spoke to the manager and staff in the setting.
- The inspector looked through children's assessment records and planning documentation and discussed these with the staff.
- The inspector took account of the views of children and two parents, spoken to on the day.

Inspector

Emily Wheeldon

Full report

Information about the setting

BOSH 5 was registered in 2012 and is 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 four members of childcare staff. One member of staff has an early years qualification at level 5, two members of staff hold appropriate early years qualification at level 3 and one has an early years qualification at level 2.

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 45 children on roll, of these, 16 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 records which hold information about the suitability and recruitment of staff, such as references and employment history are all available for inspection
- obtain information about who has legal contact with the child and who has parental responsibility for the child.

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

- develop the self-evaluation process so that there is a thorough system for careful monitoring and analysis of the provision, taking into account the views of staff, parents and children, in order to support identified priorities and plans for improvement
- strengthen partnership working with parents and the school, so that children fully benefit from a shared understanding and common approach to supporting their progress
- enhance children's understanding of behaviour and the consequences of their actions by giving clear and consistent explanations of why certain actions are not appropriate and by adapting routines and the environment to calm children down, especially when children come in from the playground.

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

The children enjoy coming to the club, they have access to a wide range of toys and activities that capture their interest after a busy day in school. The activities provided allow children to use their imagination in role-play situations, be physically active, and practise their literacy skills. For example, they pretend to wash a baby doll in the water tray and talk and share experiences of washing their hair at home. Key persons demonstrate sound teaching skills as they engage in discussions with children to find out what they do at home and what they are doing at the moment. Children say, for instance, 'I am going to put all the water in the sink.' Handwriting skills are incorporated in activities and children demonstrate sound skills in forming letters, such as 'w' for 'world'. Children look at a range of different books, such as stories about pirates and talk about matters of interest with friends. Such positive experiences mean that children are reinforcing their learning at school which they attend on the same site. Team games, such as 'Duck, duck, goose' are organised by caring staff who are keen to include everyone in the group.

Children are keen to exercise their bodies and demonstrate sound physical control as they run around and follow instructions. As a result, children feel like they belong and form close bonds with other children and staff. The relaxed and easy going nature of the staff means children feel confident and express their own ideas and wishes.

Planning systems and observations are in place which promotes the requirements of the Early Years Foundation Stage. Staff know what each child likes to do and they gather information about their interests to inform their planning. Children are keen to learn and engaged in activities. Staff encourage children to be independent and take on small tasks. For example, children help to mop up water on the floor or dry chairs with towels.

Partnerships with parents are satisfactory. On occasion, staff speak to parents about their child's learning and plan to share learning journeys on a more regular basis with them. Staff are quite new to the setting and are still getting to know the children, so only a few observations are in place. Consequently, there is more to do to strengthen partnership working with parents and the school, so that children fully benefit from a shared understanding and common approach to supporting their progress.

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

A key person system is embedded in practice and parents are told who their child's key worker is. Parents are also given information about the Early Years Foundation Stage and know that they can see a copy of the planning on display so they are kept informed. Staff are friendly, caring and professional and work hard to meet the different needs and ages of children. Children are happy and feel emotionally secure because staff take an interest in what they do and speak in a calm manner. As a result, children settle in quickly when they first begin. Children show an adequate awareness of keeping themselves safe and playing harmoniously as a group. Staff give them gentle reminders about behaving well, although, sometimes noise levels are high especially during transition times when children come in from the playground. The setting follow the same behaviour policy as the school so there is continuity of care and children are familiar with the procedures used. For example, through the use of the traffic light system, children can see straight away if they have been given a warning and if their name is on 'amber'. Staff manage behaviour appropriately and some have received specialist training on challenging behaviour so have the skills necessary to manage difficult behaviour. However, while some staff remind children to keep the noise down and not to run, this is not consistently followed by all staff. As a result, a minority of children distract other children who are busy playing.

Children can direct their own play and have access to a range of resources across the seven areas of learning. For example, they enjoy using collage materials to make their own cards. Resources are accessible and at child height and adequately meet children's interests and needs. Children learn about healthy lifestyles through daily outdoor play. They engage in physical exercise as part of everyday activities by enjoying playing football or swinging from monkey bars on a climbing frame. As a result, children's health and well-being are appropriately promoted. Children are provided with a suitable range of healthy

snacks, including a warm bowl of soup, or piece of toast. Children are independent and effective communicators because they express their needs appropriately and manage their own personal hygiene well. Staff promote independence well. For example, they teach children to write their names on a whiteboard before they go out to play. This enables children to self-register and take on small responsibilities which support them in the next stage of their learning.

Staff are committed to supporting children in their transitions to ensure that they are emotionally secure and get used to their new environment so they are ready to learn. Staff are working on strengthening links with the school to further support children in their learning. Partnerships with the school exist, but there is room to strengthen the sharing of information to ensure effective continuity of care.

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

Staff have a sound knowledge and understanding of safeguarding policies and procedures and know who to contact should they have concerns about a child's welfare. All staff are appropriately qualified. There are sound recruitment procedures in place and all staff have completed appropriate vetting procedures, such as a Disclosure and Barring Services check. However, the procedure for maintaining information about the recruitment process is not available for inspection for the staff, such as references and curriculum vitae. Although the manager confirms that staff have received suitability checks she does not have the information to demonstrate staff's suitability. All staff go through an induction process to ensure that they are fully informed of the policies and procedures in place. Staff, therefore, have a secure knowledge about policies and procedures. Staff deployment is appropriate and ensures that children are always supervised and required staff-to-child ratios are met. Risk assessments are comprehensive and daily safety checks by staff ensure all areas used by children are safe. For example, staff challenge any visitor in the playground and stand by the gate to prevent children from opening it. Most documentation records are well maintained, such as medical and accident records and parents are informed as necessary. However, information about who has parental responsibility and who has legal contact with each child is not consistently asked of parents or recorded on all registration forms. As a result, safeguarding is not completely robust and children are not fully protected.

Staff have a satisfactory overview of children's needs because they carry out regular observations and make a record of children's interests. Children's progress is adequately checked and monitored. There have been many staff changes in this setting recently, and so systems for monitoring staff, and training opportunities are not embedded fully. The staff are committed to looking at ways to develop their practice and are appropriately qualified and most have attended training about the Early Years Foundation Stage. An informative display about the Early Years Foundation Stage is used adequately to inform a minor number of staff who have not been on the revised Early Years Foundation Stage training. The manager also supports staff with their observations and is responsible for the

planning and assessment procedures.

Self-evaluation lacks rigour and the setting is informal in its approach to prioritising areas for development. The setting has been receiving support from the local authority and together has made improvements since its last inspection. Views from parents and staff to further assist in identifying areas for development are taking shape, but are not yet fully embedded. As a result, the capacity to drive improvement is satisfactory. The setting has met previous actions and recommendations from its last inspection. For example, risk assessments are checked on a more regular basis, staff have an appropriate knowledge about the learning and development requirements of the Early Years Foundation Stage. Activities are planned in line with children's interests and children are engaged in their learning. The setting now keeps a written record of any complaints and their outcome. Staff also inform parents about who their child's key worker is and is beginning to inform them more about their child's learning. Partnerships between parents and school are developing, however, are not embedded fully. As a result, children make satisfactory progress in their learning. Staff have an appropriate understanding of working closely with outside agencies and meeting the needs of children with special educational needs and/or disabilities.

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	EY458570
Local authority	Manchester
Inspection number	951260
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	45
Name of provider	BOSH LIMITED
Date of previous inspection	05/07/2013
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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