

Bosley Bobkins

St Mary's C of E School, Leek Road, Bosley, Macclesfield, SK11 0NX

Inspection date

16/10/2014

Previous inspection date

08/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Parents feel informed about their children's progress and well-being. Practitioners provide parents with ideas to continue their children's learning at home, which successfully contributes to the good progress children make.
- Practitioners implement robust safeguarding and child protection procedures, which ensure children are safe within the nursery. For example, adults deployed in the outdoor play area ensure they have sight of all of the children at all times.
- Partnerships with other professionals are active and effective. As a result, children with special educational needs and/or disabilities make very good progress in their learning.
- The key-person system is well established. As a result, children feel secure and arrive happy and ready to take part in activities with confidence.

It is not yet outstanding because

- On occasions, the organisation of activities means that some children have fewer opportunities to concentrate for increasing periods.
- The manager does not always fully link her observations of teaching to sharply focused performance targets for individual practitioners, in order to promote an even higher quality of teaching.

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 building used by the pre-school.
- The inspector met with the manager.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of documents including those used for assessment, planning and observation.
- The inspector checked evidence of the suitability and qualifications of members of the committee and all practitioners working with children.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Susan King

Full report

Information about the setting

Bosley Bobkins Pre-school opened in 1995 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is managed by a voluntary committee. It operates within the grounds of St Mary's CE School in Bosley, near Macclesfield, Cheshire. The pre-school serves the immediate locality and also the surrounding areas. It opens five days a week from 8.45am until 11.45am and 12.15pm until 3.15pm. A breakfast club is open from 8.15am until 8.45am and a lunch club is open from 11.45am until 12.15pm. Children attend for a variety of sessions. All sessions are term time only. Children are cared for in one room and have access to extensive outdoor play areas. There are currently 23 children in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities. There are currently five staff working directly with the children, all of whom have an appropriate early years qualification. The manager has Qualified Teacher Status. The pre-school receives support from the local authority. It is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- extend opportunities for all children to concentrate for increasing periods, for example, by reviewing the organisation of activities across the day so that children can extend their self-initiated play alongside adult-led activities
- focus the manager's observations of staff practice more precisely, so that an even higher quality of teaching is promoted.

Inspection judgements

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

Teaching is good in this pre-school and, therefore, children make good progress. Practitioners demonstrate comprehensive knowledge of the learning and development requirements when they plan the educational programme. For example, children find their name cards on arrival at pre-school and again when they sit down for snack time. As a result, children begin learning to read familiar words as part of well-planned and familiar routines. Furthermore, children learn that writing carries meaning because practitioners write down what children say and read it back to them. For example, the children help to suggest ideas for activities, when they plan the holiday theme which has arisen from children's interests. They later refer back to this written plan and remember their ideas. Practitioners understand how children learn and usually plan a balance of activities that

fully promote the characteristics of effective learning. However, on occasion, adult-led activities are continued for too long and as a consequence, some children lose concentration.

Practitioners know the children well. They work together to complete observations of children's learning. The observations are used to plan relevant next steps for children's learning, so that children make best progress. Practitioners summarise children's achievements every half term and share the report with parents. This ensures that any emerging concerns about children's learning and development are addressed quickly. In addition, the manager groups children who are at a similar stage in their learning and development for some of the activities. As a result, teaching is well targeted and planned experiences are challenging. Children develop the key skills that they need when they move to school. For example, at register time, their communication and language is promoted because they learn to listen and speak in a group.

Partnerships with parents are strong. Practitioners involve parents in all assessments of their children's progress. This includes an assessment of their starting points when they arrive at pre-school. Consequently, parents report that they feel informed about their children's learning. Good systems are in place to support parents to continue their children's learning at home. For example, children borrow story packs to take home to share with their families. Children also like to borrow the pre-school's toy dog, who always brings her own 'talk and listen' den with her. Children with special educational needs and/or disabilities make very good progress. This is because partnerships with other professionals are active and effective.

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

The key-person system is well established in the pre-school. Parents report that they feel supported by practitioners. These very positive relationships ensure that children feel secure and settle quickly into their play when they arrive at the pre-school each day. Practitioners are good role models and set clear boundaries for children's behaviour. Routines are well established, so children know what to do. For example, the sound made by a small hand bell signals that children must stop what they are doing. When children have stopped playing they listen to what practitioners want them to do next.

Familiar routines foster children's confidence and self-esteem and, subsequently, children are emotionally ready to start school. For example, each day one child is named as the special helper. Their name is written prominently on the white board, so everyone in the pre-school knows who the helper is today. The helper has a number of important tasks. These include ringing the 'stop and listen' bell, counting the children at register time and giving out the snack. At snack time, children learn to make healthy choices when they eat and drink because practitioners discuss different types of food with them. Children have good opportunities to exercise in the fresh air at this rural pre-school. They can climb and run energetically on safe equipment and surfaces. Children begin to understand that they get out of breath when they exercise. Practitioners support children to become independent in their self-care. Children learn to wash their hands before they eat and they know that this stops germs that give them tummy ache, getting onto their food.

Resources for play and learning are of good quality and are well maintained. The room is arranged so that all toys are visible to the children. Consequently, children have opportunities to make independent choices in their play. Risk is minimised so that children can play and learn safely. For example, sensible and simple risk assessments are in place for activities, such as sand play. As a result, children learn to keep themselves and others safe when they play in the sand. All practitioners are first-aid trained and, therefore, they know how to respond to accidents and injuries to children.

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

Leadership provided by the manager and the voluntary committee is good. The practitioners work well together as a team. They demonstrate high expectations of themselves and are ambitious for the children they care for. Practitioners understand and implement the safeguarding and welfare requirements. Suitable priority is given to ensuring that everyone is trained in child protection. As a result, practitioners know the action they must take if they have concerns about the welfare of children. Recruitment practice is robust. All new employees and committee members have undergone a Disclosure and Barring Service check. Induction training is provided so that practitioners understand their roles and responsibilities.

The manager monitors the educational programme and tracks the progress and development of the children. This ensures that the assessment of children's progress is accurate and any concerns about their progress and development are identified and addressed quickly. The manager works alongside practitioners for most of the time. She provides guidance that enables practitioners to enhance the quality of their teaching. In addition, the manager has established regular and supportive supervision meetings, where matters of performance are considered. However, targets for individual practitioners identified at supervision meetings are not always closely linked to observations of their teaching. As a result, practitioners do not yet have specific and measurable targets for further enhancing their teaching. Everyone in the team attends training in order to continually improve their knowledge and skills. The impact on practice of training is evaluated. For example, practitioners who attended training about communication and language show the changes they have made to the learning environment. They describe how the changes promote children's emotional well-being and support them as they learn to speak and listen.

The voluntary committee and the manager work effectively together to evaluate and continuously improve the pre-school. Parents and other partners are routinely consulted and the views of practitioners and children are sought. Priorities for improvement, identified through self-evaluation, are practical and achievable. Partnerships with parents are effective and support children's learning at home. Partnership work between the school and the pre-school includes regular meetings to share information. In addition, practitioners in the pre-school and in the school's foundation stage create opportunities for their children to visit each other for activities and celebrations. This enriches the experience of all of the children and supports the pre-school children when they move to

school. There are good working partnerships with other professionals and, therefore, the well-being and good progress of children with special educational needs and/or disabilities is ensured.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	304986
Local authority	Cheshire East
Inspection number	867559
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	23
Name of provider	Bosley Bobkins Playgroup Committee
Date of previous inspection	08/07/2009
Telephone number	01260 223280

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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