

Early Years and Pre-School Centre

Bolton College, Deane Road, Bolton, Lancashire, BL3 5BG



Inspection date

Previous inspection date

12 February 2015

14 November 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Safeguarding practices are not monitored well enough by managers and are not fully understood by staff. This results in safeguarding concerns not being referred in a timely manner and therefore does not help in keeping children safe from harm.
- Appropriate arrangements for regularly checking how staff work are not yet in place. This results in staff not fully understanding the setting's policies and procedures and having limited opportunity in receiving support. Therefore limiting staff's opportunities to improve their personal effectiveness.
- Planning and assessment are not yet sufficiently checked well to ensure activities provide appropriate challenge for all children. Therefore some children lack enthusiasm for learning, wandering aimlessly around the setting.
- Managers do not have an effective system of reviewing children's assessments and planning closely enough to ensure that all children are making good progress.
- Staff do not organise the daily routine well enough. They do not provide sufficient time for purposeful play because much of the time is involved with tidying up, which limits the quality of children's learning. Staff rarely plan what they want children to learn when playing outdoors.

It has the following strengths

- The new nursery manager has correctly identified what action is needed to improve the provision. Although only in post for five weeks, she has made a good start in taking steps to address the weaknesses at the setting.
- Positive relationships with parents results in parents speaking very positively about staff's support for their children.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:
ensure safeguarding practices are monitored well enough by managers and are fully understood by staff. That the system for recording safeguarding concerns is effective and that any concerns are referred in a timely manner to ensure children are kept safe from harm.

ensure appropriate arrangements for regular staff supervision are put in place to ensure all staff understand the settings policies and procedures and are provided with regular, consistent opportunities to receive support to help them to improve their personal effectiveness.

review planning and assessment arrangements to ensure activities provide appropriate challenge for all children and to ensure all children are making good progress in their learning and development.

implement an effective system of monitoring children's observations, assessments and planning to ensure all children are making good progress.

ensure progress checks for children between the ages of two and three years are completed, to inform parents and help them in supporting their children's learning and development at home.

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

- ensure the daily routine is organised well enough to provide sufficient time for purposeful play
- ensure staff plan what they want children to learn when playing outdoors
- ensure Ofsted are notified of any change to the person who is managing the early years provision
- ensure records are easily accessible and available, especially in relation to staff's DBS disclosure information, child care qualifications and paediatric first aid training certificates
- ensure all necessary steps are taken to keep children safe and well, especially during nappy changing
- review staff deployment, especially when planned activities are undertaken to ensure the individual needs of all children are met.

Inspection activities

- The inspector observed activities in the nursery rooms and in the outdoor area.
- The inspector spoke to members of staff, children and parents and held meetings with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Ann, Theresa Flynn

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is inadequate

The quality of teaching is inconsistent because the majority of staff do not have adequate knowledge of how children learn. Most staff do not consistently extend or challenge children as they learn.

For example, staff only used closed questions when supporting children to make valentines cards. This results in minimal learning.

Most of the staff do not always engage with children and are more involved with routines than in meeting children's needs. For example, during snack time the majority of staff were busy with bringing snacks and drinks to the table, rather than sitting with children to make snack time a more sociable occasion and in using the time to promote learning.

Children move freely around the environment and make choices in their play. However, there is insufficient time for purposeful play because much of the time is involved with tidying up, which limits the quality of children's learning. Staff deployment is sometimes ineffective. For example, at the planned activity table two members of staff were engaged with two or three children, with the remaining 12 children being supervised by just one staff member. This results in children's individual needs not always being met.

Staff rarely plan what they want children to learn when playing outdoors, resulting in children not always being involved in purposeful play. When children first start at the setting, staff gain information from parents about what their children's interests are and about what children know and can do. However, this information is not always used effectively to plan for children's learning.

New systems for staff to observe and assess children's achievements and progress have recently been introduced by the new manager. This information is used to plan the next steps in children's learning. However, these are of variable quality and it is too early yet to see their impact on how well children are being prepared for the next stage in their learning or for school.

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

Staff have too little knowledge of the setting's policies and procedures, especially in relation to behaviour management. For example, staff working with younger children do not regard the policy on managing children's behaviour as applying to their work.

Although furniture, equipment and resources are of good quality, the premises are disorganised. Too much teaching is weak and this limits children's learning. Children's behaviour is not good because they are bored, and staff make poor use of routines to give structure to the day. Nevertheless, children are praised for their efforts, for example when helping to tidy up, which helps children's confidence and self-esteem. Staff have positive relationships with parents, who speak highly about the support staff give to their children.

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

Leadership and management are inadequate. A number of welfare requirements are not met including failure to notify Ofsted of two new managers within the past 12 months, which is an offence. Safeguarding practices are not checked well enough by managers and are not fully understood by the majority of staff. The recording of safeguarding concerns is inconsistent, which results in safeguarding information not always being shared with managers. Consequently concerns are not referred in a timely manner to the appropriate authorities, which does not help in keeping children safe from harm. The safeguarding policy does not contain details about the use of mobile phones and cameras, though the staff practice regarding this protects children, the lack of detail in the policy is a breach of requirements.

Appropriate arrangements for regularly checking how staff work are not yet in place. This results in staff not fully understanding the settings policies and procedures and having limited support to improve their personal effectiveness. In the past there has been ineffective checking of the work of staff by managers, resulting in inconsistent practice and poor identification of staff training needs. Since her appointment in January 2015, the newly-appointed manager has made a good start in tackling inconsistent and weak staff practice.

A newly-introduced planning and assessment system is now in place, however this is not yet checked well enough to ensure all children are making good progress. Staff do not complete assessments for every two-year-old child. This is a breach of legal requirements. As a consequence, staff and parents have too little information about children's learning and development needs.

Although no formal reviews of the setting are in place, the new manager has identified the areas for improvement needed to ensure the setting meets the legal requirements of the Early Years Foundation Stage. She acknowledges that this requires a complete reorganisation of all systems and practice underpinning the work of this setting. Her first improvement activities, in the five weeks she has been in post, have been starting to build a strong staff team and improve the way staff promote children's learning and development.

Setting details

Unique reference number	EY415165
Local authority	Bolton
Inspection number	1005403
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 0
Total number of places	0
Number of children on roll	97
Name of provider	Bolton College
Date of previous inspection	14 November 2011
Telephone number	01204 482184 or 07967717819

The Early Years and Pre-School Centre was registered in 2010 and operates from a purpose-built building at Deane Road campus, Bolton College near to the town centre. It is owned and run by the Governing Body of the College. The centre has use of an open plan room, set out into three areas with associated facilities. The building is fully accessible. There is a secure outdoor area for outdoor play. The group is registered on the Early Years Register. A maximum of 30 children in the early years age group may attend the group at any one time, of these no more than 15 may be under two years of age. There are currently 97 children on roll. The centre provides funded education for three- and four-year-olds. It is open from 8.30am until 5.00pm, Monday to Friday and operates term-time only. The children are able to attend a variety of sessions. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 14 members of staff, all of whom hold an appropriate early years qualification. There is also a manager and a co-ordinator who manage the provision. The setting receives support from the local authority.

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