

Bossy Boots Creche

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



Inspection date

15 September 2017

Previous inspection date

23 January 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider, who is also the senior manager, has failed to ensure that at least one member of staff, who holds a valid paediatric first-aid certificate is available at all times when children are in attendance.
- The manager does not effectively monitor the quality and consistency of education programs at the setting. Assessments, including the progress check for children aged between two and three years are not used well enough to highlight and address gaps in children's learning.
- Supervision sessions are not yet sufficiently robust to support staff to maintain consistently high levels of teaching. For example, staff often miss opportunities to extend children's communication and language skills.
- Staff do not gather detailed information from parents about what their child can already do at the start of placement, in order to further shape children's early experiences.

It has the following strengths

- Key-person relationships are well established. Staff are kind and caring and know children well. They form secure and trusting relationships with parents. Children, even those who are new to the setting, are happy and well settled.
- Staff support children to lead a healthy lifestyle. They encourage them to eat healthily and provide them with many opportunities for fresh air and exercise.
- Self-evaluation is in place and used well to highlight strengths and areas to improve within the setting. The manager involves parents and children in this process.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure that at least one person who holds a valid paediatric first-aid certificate is on the premises at all times	18/09/2017
■ monitor the frequency and accuracy of assessments and the educational programmes to help children make good progress in their learning.	30/10/2017

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

- strengthen supervisions arrangements to better support staff to improve their personal effectiveness and raise the quality of teaching even further
- gather more-detailed information from parents about what their child can do at the start of placement and use this to inform early planning even further.

Inspection activities

- The inspector observed teaching during activities indoors and outside and assessed the impact this had on children's learning.
- The inspector spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Donna Birch

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team is conscientious and considers the views of parents and children. However, they have failed to ensure that the monitoring of practice is robust enough to identify all areas of weakness. For example, they have failed to ensure a qualified first-aider is present at all times when children attend. Overall, staff are suitably qualified and experienced and have worked at the setting for sustained periods of time. They access some training to support their professional development, such as enabling environments and safeguarding. This helps them to keep their knowledge up to date. The management team often works in the rooms with staff. This means they provide them with some feedback on their performance. However, there is not yet a sharp enough focus to help identify and address weaknesses in teaching. This is particularly in relation to extending children's communication and language skills and monitoring the quality and consistency of assessments. Overall, safeguarding is effective. Staff know what to do if they have any concerns about a child's welfare.

Quality of teaching, learning and assessment requires improvement

Staff observe children and plan some meaningful activities, including implementing recommendations from other professionals involved in children's learning. However, staff's assessments of children, including the required progress check for children aged between two and three years is not used effectively to highlight and address gaps in children's learning. The enthusiastic staff team interacts well with children down at their eye level. This means children are eager to engage and have a go at new activities. Babies develop their physical skills as they are encouraged to crawl. Older children move with confidence as they dance with ribbons tied on sticks and make different shapes in the wind.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that children's welfare is not always assured. That said, staff do help children stay safe in the setting. They carry out regular risk assessments and support children to access risk and challenge safely. For example, children help tidy away toys and know to hold the hand rail when using the stairs. Staff promote children's independence well. Children confidently select resources, make their own snacks and pour their own drinks.

Outcomes for children require improvement

Weaknesses in assessment means that some children, including those who are funded or require additional support, do not make the best possible progress from their starting points. Nevertheless, children are acquiring some skills needed for future learning and school. For example, they confidently access their own belongings, such as coats and shoes and put these on with little support from staff. They have good listening, attention and mathematical skills. For instance, they listen attentively to their favourite stories and use mathematical concepts and language as they play and in daily routines.

Setting details

Unique reference number	EY276600
Local authority	Bury
Inspection number	1091859
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	18
Number of children on roll	40
Name of registered person	Donna Louise Valentine
Registered person unique reference number	RP512354
Date of previous inspection	23 January 2015
Telephone number	0161 764 1264

Bossy Boots Creche registered in 2004. The setting employs five members of childcare staff. Of these, three staff hold appropriate early years qualifications at levels 3 and two at level 2. The setting opens Monday to Friday, all year round. Sessions are from 8.30am until 5.30pm. The setting provides funded early education for Two-, three- and four-year-old children.

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