

# Bosley Bobkins Preschool

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



## Inspection date

26 March 2018

Previous inspection date

16 October 2014

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

## Summary of key findings for parents

### This provision is good

- The manager and staff are enthusiastic and have very good collaborative working partnerships to ensure the pre-school is continually improving. They are committed to developing the pre-school and successfully identify areas for further improvement.
- Partnerships with parents are effective. Staff keep parents informed about all aspects of children's care and learning. Staff provide parents with information sheets and workshops to help support children's learning at home.
- The manager supports staff to develop their skills well by providing relevant training opportunities. She shares good practice issues with other settings to improve learning opportunities for children.
- Staff successfully teach children the skills they need for school. Children develop very good language, numeracy and literacy skills. Staff use skilful ways to challenge children's thinking and encourage them to solve practical problems.
- Children show a good understanding of the expectations and boundaries set by staff. They behave well, develop good social skills and independence in their self-care.

### It is not yet outstanding because:

- Staff do not focus sharply enough on the information gained from observations and assessments to prioritise children's next steps in their learning to help them make the best possible progress.
- Staff do not always organise larger group activities as well as they could, to effectively engage all children taking part.

## What the setting needs to do to improve further

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

- make better use of assessments to plan precise next steps to help children make more rapid progress in their learning
- review the organisation of group activities that include younger children to take account of their different abilities, so that all children are fully involved.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning
- The inspector completed a joint evaluation of teaching with the manager and assessed the impact this has on children learning.
- The inspector had discussions with staff and spoke to children and parents during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, children's records and checked the evidence of the suitability of staff.
- The inspector held a meeting with the manager.

### Inspector

Susan Rogers

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have completed up-to-date safeguarding training. They have a clear understanding of how to respond to any concerns about a child's welfare. This helps to keep children safe. Leaders and staff work effectively with parents and other agencies to help children who have special educational needs (SEN) and/or disabilities make progress. Staff develop successful partnerships with schools that children move on to. They plan regular visits and share information with children's new schools. Children are well prepared for this transition and staff help teachers to support children right from the start. Parents and children's views are valued and used to prioritise future improvement plans in the pre-school.

### Quality of teaching, learning and assessment is good

Well-qualified staff understand how young children learn. Staff interact in positive ways and promote interesting activities that encourage children's natural curiosity. Staff motivate children's learning and support their development well. Children thoroughly enjoy the activities the staff provide. For example, they explore the texture of paint and make artistic shapes with their hand prints. Staff discuss with children which colours they make when they mix paint together. Staff support children well as they make Easter nest cakes. Children work well together and calculate how many cases they will need for the number of children. They estimate that the chocolate takes a short time to melt rather than a long time. Children talk with confidence and discuss the changes that take place after the chocolate melts. They competently scoop the mixture into cases using spoons.

### Personal development, behaviour and welfare are good

Staff are very good role models for children and teach them how to be kind and respectful. Children are supported well as they start at the pre-school and transfer to school. For example, some children enjoy a school or packed lunch in the dining hall of the host school, which promotes their confidence in new surroundings. Children develop good self-help skills and wash their hands before they enjoy a snack of fresh fruit. Children enjoy energetic play outdoors and take managed risks that support their physical development. They learn about and explore the natural world around them. For example, they walk to the local church and village and explore the nearby fields where they discover insects and small animals.

### Outcomes for children are good

All children make good progress from their starting points. They confidently communicate their needs and ideas. Children are keen, enthusiastic learners. Older children show particularly good skills in their literacy and independence. Children are working in the stages typically expected for their age and are well prepared for the next stage in their learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	304986
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1103485
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Bosley Bobkins Pre School Committee
<b>Registered person unique reference number</b>	RP909088
<b>Date of previous inspection</b>	16 October 2014
<b>Telephone number</b>	01260 222993

Bosley Bobkins Preschool was registered in 1995. The nursery employs four members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3 and the manager has qualified teacher status. The pre-school opens from Monday to Friday term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. A breakfast club operates from 8.15am until 8.45am and a lunch club operates from 11.45am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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