

Bossy Boots Creche

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



Inspection date	17 August 2018
Previous inspection date	15 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The provider and her team demonstrate a strong commitment to the continuous improvement of the creche. Good progress has been made since the last inspection and they have worked hard to put improvements in place that benefit children.
- Children are happy and enjoy their time in the creche. They benefit from a good range of activities that promote their interest and development. Staff are successful in their preparations for children moving on to school and for supporting their next stage of learning.
- The quality of teaching is good. Well-qualified staff know the children well and have a secure understanding of how children learn.
- Partnerships with parents, local schools and other agencies work well. They make a strong contribution to meeting children's needs. There are good procedures in place to ensure children's smooth transitions within the creche, their move to school and for the identification of any additional support they may require.
- The provider and manager use monitoring systems, supervisions and training opportunities well to continually enhance children's experiences. Self-evaluation activities are purposeful and effective and help to drive continuous improvement.

It is not yet outstanding because:

- The management team has not fully developed effective procedures to assess the progress made by different groups of children.
- Staff have recently revised the way in which they plan activities for children and the effectiveness of this is not yet known, given its infancy.

What the setting needs to do to improve further

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

- enhance the assessment of the progress made by different groups of children to identify more precisely any gaps in their learning to help them make the best possible progress
- embed the revised planning process and evaluate the impact that this has on children's learning and development.

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 observation with the creche manager.
- The inspector held a meeting with the creche manager. She looked at relevant documentation, such as plans for improvement and evidence of the suitability of staff working in the creche.
- The inspector spoke to parents and children during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of leadership and management is good

The creche management team is organised and enthusiastic. Educational programmes are now monitored continuously and this has helped to promote good practice. A robust system to monitor staff is in place, including supervisions and appraisals. This helps the provider and manager to raise standards and improve outcomes for children. Safeguarding is effective. Staff have a secure knowledge of the procedures to follow should they have concerns about children's welfare. They attend relevant training to enhance their knowledge and skills and benefit from continuous coaching and mentoring from the management team. Daily checks and thorough risk assessments help minimise hazards and promote children's safety. Furthermore, all staff are qualified in first aid.

Quality of teaching, learning and assessment is good

Staff help children to learn in many different ways and use effective teaching strategies to engage children in their learning. Staff have good interactions with children and encourage them to question, explore their ideas, enjoy their learning and have fun. They take good account of children's interests and use detailed information gathered from parents to identify next steps in learning. Young children love to play with sand as they explore the texture, filling and emptying containers. Older children are encouraged to build with magnetic blocks and confidently follow picture instructions to create structures. Children enjoy being creative. They are encouraged to make marks for a purpose using a variety of tools and media. Older children explore what paint they need to make the colour brown. Staff encourage them to test their ideas and theories and provide a running commentary which gives meaning to what children are doing.

Personal development, behaviour and welfare are good

Children's health, welfare and well-being are promoted successfully. Children have developed positive relationships with staff who are good role models. Children demonstrate that they are confident, keen and enthusiastic to learn and are eager to explore and try new things. Children's behaviour is good. This is because staff give clear and consistent reminders that help children to understand right from wrong. Children are praised for their efforts. They work collaboratively together with their peers and are encouraged to share, take turns and listen. Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children play outside regularly and at snack time they are provided with healthy foods that they help to prepare. Children are encouraged to brush their teeth and follow good hygiene procedures.

Outcomes for children are good

Children make good progress given their individual starting points and capabilities. They settle well and enjoy their chosen activities. Children listen to staff and develop their concentration skills, persevering in challenging tasks. Children enjoy sharing their favourite stories. They recite familiar words and are supported to help turn the pages as they develop their literacy skills. Older children recognise shapes, count aloud and write their own name. Younger children learn how to sit, listen and join in activities. Children develop a can-do attitude towards learning.

Setting details

Unique reference number	EY276600
Local authority	Bury
Inspection number	10056997
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	18
Number of children on roll	40
Name of registered person	Valentine, Donna Louise
Registered person unique reference number	RP512354
Date of previous inspection	15 September 2017
Telephone number	0161 764 1264

Bossy Boots Creche registered in 2004. The setting employs five members of childcare staff. Of these, two staff hold appropriate early years qualifications at level 3 and two at level 2. The provider holds a qualification at level 4. 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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