

Early Years & Pre-School Centre

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



Inspection date

19 October 2018

Previous inspection date

29 September 2015

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

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

- The manager's systems for the supervision and monitoring of staff practice are not rigorous or regular enough. She does not identify inconsistencies in staff's teaching practice. The quality of teaching is not consistently good.
- The manager does not ensure that staff complete children's assessments and implement plans swiftly enough to help support children's individual learning. Not all children, including those who speak English as an additional language, make good progress in their learning and development.
- The key-person system is not strong enough to ensure that all children's emotional security is fully met when key people are absent. At times, younger children are unsettled. This impacts on the overall experience for children in the younger room.
- The manager does not have an accurate view of the quality of the setting. She does not use clear action plans to help her raise the standards to a good level.

It has the following strengths

- Children's behaviour is promoted well. Staff help older children to develop appropriate social skills. Children use positive manners and they share and take turns with support.
- Staff provide children with opportunities to learn about the diverse society in which they live. For example, they provide a range of resources that reflects a variety of cultures.
- Older children engage in positive hygiene routines and capably wash and dry their hands before eating. This helps to support their good health and self-care skills.

What the setting needs to do to improve further

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

	Due date
improve systems for the supervision and monitoring of staff practice and provide staff, in particular those who work with younger children, with the support that they need to improve their teaching skills to a consistently good level	30/11/2018
ensure that staff complete children's assessments in a timely manner, to enable them to plan precisely for children's individual learning needs and help all children to make good progress	30/11/2018
improve the key-person system in the room for younger children, to enable staff to provide consistent support for children's emotional security and well-being when staff are absent.	30/11/2018

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

- develop effective self-evaluation to help identify key weaknesses and drive forward the quality to a good level.

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 observed a planned activity. She observed interactions between staff and children and jointly evaluated the teaching and practice with the nursery manager.
- The inspector held meetings and discussions with the provider, the line manager, the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to parents on the day of the inspection and took account of their views.
- The inspector spoke to staff and children at appropriate times during the inspection.

Inspector
Savine Holgate

Inspection findings

Effectiveness of leadership and management requires improvement

The manager does not identify key weaknesses in practice to drive forward improvements. She offers staff some supervisory sessions and has systems to monitor staff practice. However, these are not regular and staff are not provided with clear targets or support to improve their teaching practice. That said, the manager ensures that all staff attend mandatory training, and this has a positive impact on their ability to keep children safe. Staff recognise the signs and symptoms of abuse and are confident in reporting procedures. Safeguarding is effective. The nursery is safe and secure and staff are vetted appropriately. The manager has started to implement systems to monitor the progress made by individual children and groups of children.

Quality of teaching, learning and assessment requires improvement

When children first start or return after long breaks, staff wait for a number of weeks to complete their assessments. Additionally, during this period staff do not plan for children and some staff are unsure about what children need to learn next. This impacts on some children's ability to make consistently good progress. Despite being well qualified, the quality of teaching within the nursery is variable. For example, staff working in the room for younger children do not consistently provide good-quality teaching and interactions. For instance, they attempt to engage one-year-old children in a group singing session. Children show clear signs of boredom and walk and crawl away. Staff do not adapt their teaching to help engage children further. At times, very young children lack stimulation and interactions, as staff attempt to settle other children. This results in them also becoming unsettled. Despite this, staff working with older children demonstrate suitable teaching skills. They engage children in animated imaginary play sessions outdoors based on a favourite story. Children delight as they embark on a 'bear hunt'. They climb over and under equipment, confidently join in with the words and make suggestions about what might happen next. This helps to develop children's communication and language skills and builds on their early reading skills.

Personal development, behaviour and welfare require improvement

Although every child is assigned a key person, the manager does not have sufficient plans to support children when key people are absent. For example, staff are unsure how young children prefer to be settled to sleep. That said, older children demonstrate secure relationships with staff and are happy. Older children display suitable levels of confidence and self-esteem. They smile with pride as staff praise their achievements and hold up their hands up for a high five. This helps to keep them motivated. Parents speak highly of staff and comment that they feel welcomed and well informed.

Outcomes for children require improvement

The weaknesses in assessment, planning and teaching impact on children's ability to make good progress. For example, children who speak English as an additional language do not all develop a good level of English, in relation to their age. Despite this, children develop some of the skills required for school. For example, three-year-old children show a suitable understanding of mathematical concepts and can compare size using mathematical language. Some two-year-old children engage well in group times.

Setting details

Unique reference number	EY415165
Local authority	Bolton
Inspection number	10061643
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 3
Total number of places	40
Number of children on roll	104
Name of registered person	Bolton College
Registered person unique reference number	RP901935
Date of previous inspection	29 September 2015
Telephone number	01204 482196

Early Years and Pre-School Centre registered in 2010. The centre is open from 8.30am until 5pm Monday to Friday, and operates during term time only. There are 15 members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 4, and 13 hold level 3. The centre provides funded early education for two-, three- and four-year-old children.

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.

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