

Inspection of Thomas Boughey Kindergarten and Day Care

The Thomas Boughey Childrens Centre, College Road, STOKE-ON-TRENT ST4 2DQ

Inspection date: 13 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy the time they spend in this well-resourced, calm environment. They forge close relationships with staff, who are attentive to their needs, and show they feel secure in the care of staff, as they seek them out for a reassuring cuddle. Children make good progress in their learning. They are eager to try new activities and concentrate at their chosen activity for prolonged periods of time.

Children thoroughly enjoy the time they spend outdoors. They develop their physical skills as they climb with dexterity and use outstretched arms to help them balance. Children especially enjoy looking after the plants in the allotment and they talk about the vegetables and fruit they have grown and tasted.

Children behave well and are respectful of others. They learn to share and take turns as they play with their friends and they are praised for their kind actions. Children spend time out in the local community and gain experiences that are new to them. They visit shops that sell a variety of multicultural food, the train station, a church and a mosque. Children's cultures are embraced and all children are fully included. Children who speak English as an additional language are exceptionally well supported. Staff are trained to deliver the local authority communication tool. All children are assessed on their communication when they first start and those who are behind receive targeted support in small groups to help them catch up.

What does the early years setting do well and what does it need to do better?

- The setting benefits from a strong and cohesive management team, who work together well and who are supportive of each other and staff. They continually reflect on what they can do better and strive to ensure that children receive the best possible care and education. The manager is forward thinking. She recognises where improvements need to be made and has implemented significant changes, since she has been in post.
- Staff are valued and their professional development is given high priority. The manager recognises and nurtures staff's strengths. She encourages staff to take on additional roles to help them gain confidence in their own abilities. For example, by becoming the lead person for intervention and communication. All staff attend additional training to enhance their knowledge.
- Following the COVID-19 (coronavirus) pandemic, strategies, such as a well-being support jar and mindfulness parcels, have been put in place to support staff's ongoing well-being. The directors regularly meet with staff to discuss their well-being. Staff say that they value the support they receive.
- The manager has a good overview of the curriculum and her expectations are clearly disseminated to staff. Activities are planned based on each individual

child's interests and next steps for learning, with a learning intention for every activity. Planning and staff practice is monitored and the manager and deputy challenge staff and ask questions to make them think about how they are supporting children's learning.

- Children's literacy is given high priority. Staff challenge parents to read 25 books with their child. Pictures of familiar books are displayed and the setting has the corresponding books for parents to borrow. In addition, during lockdown, staff organised a book hunt in the community for children and their parents to find books they had hidden and take them home to read.
- Children develop a knowledge of nature. They wait patiently for the caterpillars to turn into butterflies and are excited when they fly away. Sometimes, the organisation of group activities is not considered well enough to ensure all children are able to fully participate and make the most from their experiences.
- All children enjoy taking part in a variety of activities. Babies print with vegetables and look at the patterns they have made. They paint their hands to make handprints and laugh as they bang their hands on the paper. Toddlers learn how to make play dough. They add flour, oil and water and stir the mixture until it becomes 'sticky'. Older children use an interactive whiteboard to create pictures and problem solve, and develop their imagination as they play in the role-play house. At times, staff do not fully extend activities to help children make the very best progress in their learning.
- Staff work closely in partnership with parents and parents' views are valued. They share information about what children have been doing and provide ideas and resources to help parents continue to support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good knowledge and understanding of the signs and symptoms that may indicate that a child is suffering from abuse or neglect, including the 'Prevent' duty, female genital mutilation and breast ironing. They regularly attend safeguarding training to ensure they are up to date with local authority procedures for reporting any concerns. Staff are aware of what to do if they have concerns about the conduct of another member of staff or a member of the management team. Recruitment procedures are robust and ensure that all persons working with the children are safe and suitable to do so.

What does the setting need to do to improve?

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

- organise activities more effectively to enable all children to fully participate
- support staff to recognise how to extend activities to help children make the best possible progress in their learning.

Setting details

Unique reference number	EY410517
Local authority	Stoke-on-Trent
Inspection number	10210036
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	56
Number of children on roll	59
Name of registered person	Thomas Boughey Kindergarten Limited
Registered person unique reference number	RP911151
Telephone number	01782 769591
Date of previous inspection	15 July 2015

Information about this early years setting

Thomas Boughey Kindergarten and Day Care registered in 2009. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications, including six members of staff at level 3, one at level 5, four at level 6 and two who hold early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- A meeting was held between the inspector, the manager, the deputy manager and the nominated individual.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations with the manager and the deputy manager.
- The manager, the deputy manager and the inspector completed a learning walk together. They observed staff's teaching practice during activities.

We carried out this inspection 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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