

Inspection of Bollington Pre School

Water Street Centre, Water Street, Bollington, MACCLESFIELD, Cheshire SK10 5PB

Inspection date: 27 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children receive a positive start to their education at this pre-school. They eagerly arrive in the morning. A highly-engaging environment supports children's learning and development. Children show curiosity and explore their surroundings with confidence. They have access to a sensory room which provides a calming space that helps them to relax. Outdoors, children of all ages play together. They form strong friendship groups where younger children learn from the older ones.

Children develop positive relationships with staff which helps them to feel settled and safe. Staff's interactions are thoughtful and sensitive to not disturb children when they are deeply engaged in play. Children learn through the support staff provide as children play. For example, as children build towers, they learn to count the number of bricks they use. Interactions such as these challenge children and help them to make good progress.

Staff have high expectations for all children, in particular those with special educational needs and/or disabilities (SEND). Children listen to adults and follow instructions. Familiar routines help children to behave well. For instance, when children hear the tambourine, they know that it is time to sit on the rug. Children seek comfort from staff. For example, when children do not want to leave, a staff member reassures them that they will be coming back to pre-school tomorrow.

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

- Staff have in depth knowledge of their key children. They understand where children are up to in their learning and use this information to decide what to work on next. This helps to ensure that children's knowledge and skills build over time.
- Children are encouraged to develop their independence in a variety of ways. They wash their own hands and independently put on their own coats. Children develop the skills they need to thrive when they go to school.
- Provision for children with SEND is exceptional. Staff are quick to identify when children may need additional support. The special educational needs and disabilities coordinator (SENDCo) attends training to help her to fulfil her role. She works closely with a range of other professionals and outside agencies. Children with SEND get off to a flying start.
- Pre-school children develop their social skills as they eat their lunch together. Adults who eat close by engage them in conversation. This promotes children's communication and develops their mastery of positive social interactions in readiness for school. However, during mealtimes, staff working with toddlers do not consistently utilise opportunities to develop children's communication and social skills. This means that children's development could be extended further.

- Children are encouraged to consider and take appropriate risks. For instance, staff monitor children closely and remind children to be careful as they use real hammers to press flowers. They discuss how children can keep themselves and others safe. This also helps children to develop their confidence and self-esteem.
- Children develop positive attitudes towards one another. They demonstrate good manners. For example, children sing and sign the 'please and thank you' song before meals. The setting has a culture of equality. Children understand that they are all unique and differences are celebrated. For instance, all staff have attended a 'sing and sign' course. They now sign regularly and they are teaching children this new skill. This helps to support the inclusive environment where all children feel like valued members of the group.
- The manager is passionate about developing the setting and strengthening the impact it has on children. She acts with integrity to ensure the setting continually improves. The staff team praise the support they receive from the manager. Mandatory training is kept up to date. Members of the committee are experienced and knowledgeable. They understand their roles and provide support to management.
- Additional funding is used to provide extra support when needed. This has a profound impact on children's progress. Children's progress is monitored closely. Staff plan next steps that focus sharply on what is achievable.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend training so that their safeguarding knowledge is up to date. They know what steps to take if they have any concerns. Staff count children as they move inside and outdoors to make sure they know where every child is. Children are supervised at all times. Risk assessments are completed to identify hazards so that they can be eliminated or reduced. For example, the area around the outdoor sandpit can become slippery. Staff are vigilant in making sure it is cleared regularly. The setting shares information with parents about online safety to help keep children safe when they access the internet.

What does the setting need to do to improve?

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

- support staff to successfully extend younger children's communication and social skills through every day routines.

Setting details

Unique reference number	EY452060
Local authority	Cheshire East
Inspection number	10235937
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	73
Number of children on roll	55
Name of registered person	Bollington Methodist Pre-School Committee
Registered person unique reference number	RP910846
Telephone number	01625 400128
Date of previous inspection	26 January 2017

Information about this early years setting

Bollington Pre School registered in 2012. The pre-school employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications, including two at level 6 and five at level 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 8am until 5pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the pre-school.
- The SENDCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the pre-school with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022