

Inspection of Bollinbrook Pre-School

Bollinbrook C of E Primary School, Abbey Road, MACCLESFIELD, Cheshire SK10 3AT

Inspection date: 26 June 2025

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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily and settle quickly into the daily routine. They form positive relationships with staff, which helps them feel safe and secure. The environment is welcoming and thoughtfully arranged to support children's curiosity. Staff know the children well and use this knowledge to support children's development effectively. The curriculum engages children in play and learning. For example, children learn about life cycles as they care for and release butterflies. Furthermore, children re-enact scenes from stories using props and imagination skills in the garden. Children can make their own choices in play. They are learning to be kind and considerate. For example, they independently congratulate their peers when they achieve 'star of the day'. Children demonstrate an awareness of others' feelings.

Staff work closely with local schools to support smooth transitions, including sharing information about children's individual needs and emotional development. Visits from Reception teachers and children visiting the school grounds help prepare them for the move with confidence. Leaders make effective use of additional funding, such as the early years pupil premium, to enhance provision. For example, the introduction of a new climbing frame has strengthened outdoor learning opportunities for disadvantaged children, who benefit from the enriched physical experiences.

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

- The curriculum is well sequenced and focuses on the prime areas of learning. Children's communication and language is promoted through repeated storytelling, rich vocabulary and small-group discussions. For example, during a group shape activity, staff encouraged children to recall and describe 3D-shapes using precise language. While group times support some children well, staff do not always plan well enough for the needs of all children. This results in some other children sometimes losing focus. Not all children consistently engage with planned learning during group times.
- Children behave well and are learning to manage their feelings with increasing confidence. Staff use visual aids and emotion props, such as the 'Colour Monster', to help children recognise and manage their feelings. Staff support children who become upset by talking through their emotions and using a visual timetable to offer reassurance. Children are developing greater self-control and respond positively to adult support.
- Staff actively promote children's understanding of diverse cultures and communities. They learn about a range of festivals and share traditional stories, such as Romanian books for bilingual children. Children use diverse resources, including dolls, during their everyday play. As a result, children are developing respect for others and a sense of their place in a diverse world.

- Children's personal development, especially regarding independence and school readiness, is well supported. Children practise putting on coats, toileting and managing snack time. They engage in healthy routines, such as handwashing before meals and oral health discussions. However, hygiene routines, such as children washing their hands after wiping their noses, are less consistent. This means children are not fully supported to understand how germs spread and how to keep themselves healthy.
- Partnerships with parents are a clear strength. Parents feel well informed and involved in their child's learning journey through regular updates, observations and progress discussions. Staff share ideas for home learning and next steps, helping parents to support their child's development at home. Children benefit from consistent support between home and nursery, which helps them make further progress in their learning and development.
- Children take part in regular physical activity. Weekly physical education sessions help them to learn about movement, exercise and keeping their bodies active. In general daily play, children enjoy riding bikes and climbing in the garden. These opportunities build on children's physical development.
- Leaders show a clear commitment to supporting staff's well-being and ongoing professional development. Staff feel supported, with manageable workloads and a positive team culture. Regular training helps staff to learn new skills and to respond confidently to children's needs. Children are cared for by staff who feel confident in what they do and are well prepared to meet their needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review the organisation of group times to ensure that children are challenged and remain focused on their learning
- encourage staff to implement consistent hygiene procedures in relation to children's handwashing, and support children to understand how to stay healthy.

Setting details

Unique reference number	304984
Local authority	Cheshire East
Inspection number	10398379
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	37
Name of registered person	Bollinbrook Pre-School Committee
Registered person unique reference number	RP524424
Telephone number	07905 054537
Date of previous inspection	17 October 2019

Information about this early years setting

Bollinbrook Pre-School registered in 1989. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 to level 6, including the manager who holds early years teacher status. The pre-school opens Monday to Friday, during term time. Sessions are from 8.55am until 3pm. The provider offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Jade Patten

Inspection activities

- The inspector viewed the provision and discussed the safety of the premises.
- The manager and the inspector completed a learning walk together of the pre-school and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector and deputy manager carried out a joint observation.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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