

# Bosworth Community College

## Inspection report

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<b>Unique Reference Number</b>	120266
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	307211
<b>Inspection dates</b>	26–27 September 2007
<b>Reporting inspector</b>	Rashida Sharif HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	14–19
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	932
6 <sup>th</sup> form	405
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Annan
<b>Headteacher</b>	Sue Rothwell
<b>Date of previous school inspection</b>	March 2003
<b>School address</b>	Leicester Lane Leicester LE9 9JL
<b>Telephone number</b>	01455 822841
<b>Fax number</b>	01455 828194

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<b>Age group</b>	14–19
<b>Inspection date(s)</b>	26–27 September 2007
<b>Inspection number</b>	307211

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## Description of the school

Bosworth Community College is a large oversubscribed school, which became a specialist sports college in 2003. The students come mainly from three local secondary schools. Nearly 15% of the students are from a range of minority ethnic backgrounds with very few at early stages of learning English. The proportion of students with learning difficulties and/or disabilities is above the national average, but the proportion with a statement of special educational need is below the national average. Fewer students than average are eligible for free school meals.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

**Grade: 3**

The college's overall effectiveness is satisfactory with some aspects that are good. Students' personal development and well-being and their spiritual, moral, social and cultural development are good. Students' behaviour is good. Students enjoy their learning in a safe and supportive environment. Their views are routinely sought and taken seriously, instilling confidence and giving students a sense that they matter. The majority of parents are positive about the college's work. It provides a good curriculum, underpinned by an impressive, strong extra-curricular and sports provision, which students enjoy. Students are well prepared for the next stage of their education and for their future working lives. They make good contributions to the community, such as helping younger students with their reading. They feel that there is a good ethos in which both teachers and students have mutual respect for each other.

Students' standards are average and students' achievement is satisfactory. Students join the college with just above average standards. They leave with above average standards in English, standards in science remain below average, as does the achievement of middle ability boys in mathematics. Students from minority ethnic backgrounds make satisfactory progress. Good support helps students with learning difficulties and/or disabilities to make good progress. Students' achievement is improving after a dip in 2006, due largely to staffing difficulties which are now resolved. The college's system for monitoring students' progress against their academic targets is used well to identify those in need of support. Effective intervention programmes, including literacy support, helped students to get back on target. This is evident in the 2007 results where results in GCSE English reached the highest the college has ever achieved at 67% A\* to C grades. The quality of teaching and learning is satisfactory in Years 10 and 11, and good in the sixth form. Teachers have good subject knowledge. However, some lessons lack the range of learning approaches featured in several of the good lessons, and activities do not always meet every individual's needs as effectively. Consequently, not all students receive the challenge needed to enable them to progress as quickly as they could. The college is engaged in a debate about the effectiveness of teaching and learning for students, with an aim to develop teaching that focuses more on learning.

The specialist school status is making an impact across the college. The use of professional development coaching involving the physical education department and other trained staff has resulted in a change of ethos and the introduction of new strategies especially in the core subjects. The targeting of some students for sports-related topics in English has been successful in raising standards. This strategy is now being applied more widely. The specialist school's focus has also enabled provision of a wide range of sports-related courses being made available to the community. Links with feeder high schools and local primary schools have also been strengthened.

Leadership and management are good. Complacency has no place at Bosworth Community College. The headteacher, with good support from the governing body and senior leaders, provides purposeful direction, sharply focused on raising standards. Some of the impact of the good work of the leadership team has been held back by staffing difficulties, particularly in science. Nevertheless, the college has

made good progress since the last inspection. The greater stability in staffing, the restructuring of the extended leadership group, the rigorous self-evaluation, coupled with well directed actions by the senior leadership team, are leading to some improvements in teaching. The impact of this is not yet evident in some subjects, for example mathematics and science. Nevertheless, the college has the demonstrable good capacity to improve further and is well placed to build on its current developing practice.

## **Effectiveness of the sixth form**

**Grade: 2**

The quality of provision in the sixth form is good. This has been achieved by offering and developing an impressive range of 29 different courses for students entering the sixth form, including a range of vocational courses that are well matched to their individual needs. Students enjoy their studies and are well supported both academically and personally. Consequently, they undertake significant roles in the rest of the school, willingly giving their time to mentor younger students and help in a range of clubs and activities. Teaching and learning are good. Teachers encourage students to take responsibility for their learning and promote their independent research skills well. There are regular systems for reviewing students' progress that ensure that early support is provided for those who need it. However, the college recognises that the level of guidance and support the students receive directly from their tutors is inconsistent. Effective measures have improved attendance to a satisfactory level. A very high proportion of students continue their education at university.

## **What the school should do to improve further**

- Improve the achievement of all students especially in science and middle ability boys in mathematics at Key Stage 4.
- Ensure that teaching focuses on learning through broadening the range of teaching and learning styles to involve students more actively in their learning.
- Ensure that feedback and marking consistently provide students with clear guidance on how to improve further.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

**Grade: 3**

Standards at the end of Key Stage 4 are average. This represents satisfactory achievement from the students' slightly above average starting points on entry to the college. Results in GCSE examinations rose sharply in 2007, especially at the higher grades. Students reached most of their realistic targets. This improvement is, in part, because staffing difficulties which affected students' achievement in 2006 have been resolved. In addition, the wide range of strategies the college has put in place, such as closer monitoring of students' work and improved preparation for examinations,

has accelerated students' progress considerably. Students achieve well in English, where standards are securely above average. However, students do not make enough progress in science. A small minority of middle ability boys do not make as much progress as they should in mathematics. Again, this is improving rapidly, because of the effective action being taken by the school. Most specialist school targets have been met and students achieve well in dance. Students with learning difficulties and/or disabilities make good progress because of well-organised support.

Students in the sixth form make good progress, with A level students reaching broadly average standards from below average starting points. Achievement is especially good in sports science, film studies, sociology, fine art, applied media and law. Some of these courses have been introduced recently to meet the wider range of students' needs. Achievement in many AS courses is good. The college has reviewed its entry policy for general studies and biology to meet the needs of its students, and in order to reduce the number of students who do not gain a grade.

## **Personal development and well-being**

**Grade: 2**

Personal development and well-being of the students are good. The great majority enjoy being in college, behave really well and show positive attitudes in lessons. The level of attendance is in line with the national figures, and the college works hard to encourage parents to understand the importance of avoiding holidays in term-time. Students confirm that behaviour has improved with the introduction of a new policy last year. Bullying is rare but, if it occurs, the staff deal with it quickly and effectively. Racial harmony is a strength of the college. Students respond well to opportunities to undertake responsibilities. Peer mentoring contributes to the positive ethos of the school.

The students' spiritual, moral, social and cultural development is good. They are considerate to others, resulting in good relationships between students and with the staff. The college council enables students to influence what happens in the college. They have a good awareness of different cultures both around the world and in Britain, but this is not always reflected in the displays around the college. An impressive range of sporting activities leads to a good understanding of the benefits of exercise. The college provides a good range of well-organised opportunities to enable students to have a good understanding of the world of work and business.

## **Quality of provision**

**Grade: 3**

## **Teaching and learning**

The quality of teaching and learning are satisfactory in the main college and good in the sixth form, but there are examples of good and outstanding teaching, especially in English and mathematics. Teachers have a good command of their subject so that teaching is accurate. Very positive relationships and teachers' high expectations of students mean behaviour in most lessons is good and students show good attitudes to learning. Teaching assistants linked to subject areas provide good specific support, particularly for students with learning difficulties and/or disabilities. Therefore these students achieve well. The college has implemented rigorous procedures to monitor

and improve teaching, which are raising the quality of teaching and learning and starting to lift achievement. Students enjoy their work when the learning is planned to be fun; they are made to think by their teachers and to share their ideas, which they do well. The quality of marking in the college is variable and does not always tell the students what they need to do to further improve their work. The challenge for the college is to provide more opportunity for students to know how to improve their work and to maintain its focus on the impact of teaching on learning. The specialist college status is having a good impact on the quality of teaching and learning in some areas. This is due, in the main, to the work of the professional development team including those from the physical education department.

## **Curriculum and other activities**

**Grade: 2**

The curriculum is good. It has breadth and balance and meets students' needs and interests well. It helps students to develop good personal skills. The college offers different pathways for students' different interests and aptitudes. These include a wide range of academic courses and vocational programmes, such as business studies and health and social care. Close links exist with a local college of further education, which helps to broaden the range on offer even more. The needs of higher attaining students are met through setting according to ability range and the courses such as triple science and critical thinking. Almost half of the students benefit from an impressive range of out-of-school activities. The take-up for sports is outstanding. The college is enterprising in offering a new course in digital applications that all students follow in Years 10 and 11, with opportunity for them to follow other modules as part of their GCSE options. Good links exist with the local family of schools. Some bridging projects help to link the curriculum between Year 9 and the next stage of students' education. The specialist college status has led to a wider range of courses being offered, such as dance and the Junior Sports Leader award. These activities add to students' experiences and enhance their personal development and well-being, as well as help them prepare for their future education and work.

## **Care, guidance and support**

**Grade: 3**

The provision for care, guidance and support is satisfactory. The students' welfare is a high priority for the college and pastoral care is strong. All learners are supported well and feel safe in the college environment. Issues, if and when they arise, such as cyber-bullying, are dealt with effectively. Procedures for safeguarding learners meet requirements, and the arrangements for child protection and risk assessments are robust. The college is particularly successful in meeting the needs of students with learning difficulties and/or disabilities and the more vulnerable students. Mentoring is targeted well so that those at risk of disaffection are encouraged. Not all students are clear about their progress and what they need to do to improve their work further. Guidance through marking is of variable quality both across and within departments. Links with outside agencies are used to good effect to provide additional support. Students are given a voice in the college through the college council and this enables them to be active citizens. They are supported well at transition times and good links with the three local schools ensure a smooth transfer at the end of Year 9.

## Leadership and management

**Grade: 2**

Leadership and management of the college and the sixth form are good. This judgement reflects the improvement since the last inspection. The college recognises that further work is needed to ensure that all students achieve well.

The headteacher's dedication and hard work have provided strong and purposeful leadership through a period of significant change. Her vision and approach to improving the college further underline the principle that 'every child matters'. The senior leadership team and the governors share this vision. The team has worked effectively together to establish a clear focus on raising achievement throughout the college with the ever changing and growing student population.

The senior leadership team is fully involved in the school improvement planning process and in monitoring and evaluation. The college aspires to improve even further through working with and building the capacity of its extended leadership team. Although the systems for monitoring its performance have improved in recent years, evaluating whether actions have had an impact on the overall students' achievement is still underdeveloped. Self-evaluation at a whole-college level is accurate and there have been good improvements since the last inspection. Senior leaders have a good grasp of the quality of teaching as they regularly observe lessons. New systems for lesson observation have been introduced and there is now a clearer focus on judging learning and the progress made by students. The extended leadership team is involved in the process and the college is working hard to get more consistency in its judgements.

Governors are committed, actively support the college and hold senior managers to account. They are involved in the strategic planning and self-evaluation processes. There have effective committee structures, financial management and control. The college's status as a specialist sports college has helped to improve the accommodation and the environment considerably since the last inspection.

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## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>	<b>16–19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>3</b>	<b>3</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>	<b>2</b>
The effectiveness of the Foundation Stage		
The effectiveness of boarding provision		
The capacity to make any necessary improvements	<b>2</b>	<b>2</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>3</b>	<b>2</b>
The standards <sup>1</sup> reached by learners	<b>3</b>	<b>3</b>
How well learners make progress, taking account of any significant variations between groups of learners	<b>3</b>	<b>2</b>
How well learners with learning difficulties and/or disabilities make progress	<b>2</b>	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	<b>2</b>	<b>2</b>
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>	
The extent to which learners adopt healthy lifestyles	<b>2</b>	
The extent to which learners adopt safe practices	<b>2</b>	
How well learners enjoy their education	<b>2</b>	
The attendance of learners	<b>3</b>	
The behaviour of learners	<b>2</b>	
The extent to which learners make a positive contribution to the community	<b>2</b>	
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>2</b>	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>3</b>	<b>2</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>2</b>	<b>2</b>
<b>How well are learners cared for, guided and supported?</b>	<b>3</b>	<b>3</b>

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>	<b>2</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>3</b>	
How effectively leaders and managers use challenging targets to raise standards	<b>2</b>	
The effectiveness of the school's self-evaluation	<b>2</b>	<b>2</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>2</b>	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>2</b>	
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>	
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>	<b>Yes</b>
Does this school require special measures?	<b>No</b>	
Does this school require a notice to improve?	<b>No</b>	

28 September 2007



Dear Students

### **Inspection of Bosworth Community College, Desford, Leicester, LE9 9LT**

Thank you for helping us with the inspection of your college. We very much enjoyed talking to you and the things you told us helped us to complete our task more easily. We particularly want to thank those students on the college council who gave up their lunchtime to meet with us.

We judge that your college is satisfactory with some notable strengths. You told us that you get on well with one another, and we agree. You make a good contribution to the college through the student council. You understand the importance of being healthy and keeping fit, noted through your participation in the impressive number of extra-curricular activities, including sports. We found that your teachers look after you well and you are supported so that the great majority of you attend regularly and enjoy your education. You told us that when you experience any difficulties or are unhappy in any way, your teachers and the college mentors help to sort things out for you. We found that you benefit equally well through the good curriculum provision which offers a broad range of academic and vocational courses.

We believe that the people who lead the college are doing a good job. They know the college's strengths and areas that need to be developed further. We think that more of you could make better progress in your lessons if teaching took more account of what you are learning and gave you tasks that are hard enough to really make you think.

In discussion with the headteacher, the senior leadership team and the chair of governors, we have asked the college to:

- improve the achievement of all students especially in science and middle ability boys in mathematics at Key Stage 4
- improve the quality of teaching further to ensure that the focus is on learning and involves you more actively in lessons
- make sure that feedback and marking consistently provide you with clear guidance on how to improve your work further.

With all best wishes for your future

Rashida Sharif  
Her Majesty's Inspector

## Bosworth Community College Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	223196
<b>Inspection date</b>	26/09/2007
<b>Inspector</b>	Jean Suff
<b>Setting address</b>	Bosworth Community College Leicester Lane, Desford, Leicester, Leicestershire, LE9 9JL
<b>Telephone number</b>	01455 823889
<b>E-mail</b>	
<b>Registered person</b>	The Governing Body of Bosworth Community College
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

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## **ABOUT THIS INSPECTION**

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

### **The key inspection judgements and what they mean**

*Outstanding:* this aspect of the provision is of exceptionally high quality

*Good:* this aspect of the provision is strong

*Satisfactory:* this aspect of the provision is sound

*Inadequate:* this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## **WHAT SORT OF SETTING IS IT?**

Bosworth Community College Nursery operates from a designated area within the community college in Desford, Leicestershire. It offers full day care and a pre-school group. The nursery is open each weekday from 07.45 to 17.15 throughout the year, apart from one week at Christmas. The pre-school opens from 13.15 to 15.45 Monday to Friday in term times only.

There are currently 31 children on roll. This includes five funded three-year-olds and two funded four-year-olds. The setting supports children with learning difficulties and/or disabilities and three children attend who speak English as an additional language. There are eight staff members who work directly with the children, all of whom are part-time and four hold recognised qualifications in childcare to Level 3 or above. The setting receives support from the Leicestershire Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are encouraged to follow appropriate hygiene practices within their daily routines, for example as staff remind children to wash their hands after using the toilet. Older children develop self-care skills such as putting on outdoor clothes and understand why different types of clothes are needed. Staff give prompt attention to babies and younger toddlers in the event of a soiled or wet nappy and follow proper procedures to ensure risks of cross-infection are minimised. They pay careful regard to information from parents regarding children's individual health, care and dietary needs, so ensuring these are met. Clear arrangements, such as parental authorisation to seek emergency medical advice, enable staff to act in children's best interests if they are unwell or injured.

Babies develop growing control of their bodies as staff encourage them to roll and crawl. They are able to use resources such as a static frame or baby walker to develop their standing and walking skills. Children play outside daily so enabling them to experience outdoor physical activity. They run, climb, slide and steer wheeled vehicles as they develop control of their bodies. Babies and younger children sometimes go for walks in the local neighbourhood enabling them to benefit from fresh air. Pre-school children enjoy a weekly walk to the local school and take part in regular movement sessions in the hall. However, at present large physical activities are not planned to offer suitable challenge for older and more able children to extend their skills.

Babies enjoy handling a selection of resources and cause and effect toys, helping them to develop their hand-eye coordination. Toddlers and pre-school children use

their dexterity as they handle books or make marks with crayons. Children across the age range are able to rest and sleep according to their needs using bedding appropriate to their stage of development. The welfare of sleeping children is upheld because they are supervised well at all times.

Children enjoy a varied and interesting menu of meals freshly cooked on the premises, for example, lunches such as chicken pie with new potatoes, cauliflower and broccoli followed by rhubarb crumble or fruit fool. Regular snacks of fruit or biscuits are available. Children therefore have good quantities of fruit and vegetables, helping to develop healthy eating habits. Milk or juice is taken together at set times and fresh drinking water is available in between to ensure children remain hydrated and comfortable.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in secure premises which provide sufficient space for them to participate safely in a range of activities. Attractive displays help to provide a welcoming environment, and use of low pegs and individual trays for belongings help children exercise some independence in their daily routines. Children use the enclosed outside space at least twice a day to enable them to safely enjoy physical activity in the fresh air.

Low tables and chairs enable toddlers and babies who no longer need high chairs to eat and play safely in comfort and with growing independence. Cots and bedding are in very good condition, enabling children who need to rest or sleep to do so comfortably. Staff are vigilant of play resources and ensure they remain clean at all times.

Positive steps are taken to promote children's safety within the setting. Regular risk assessments are carried out and staff are careful in observing routine safety precautions to minimise potential hazards to children. For example, they ensure internal doors are kept secure to prevent children accessing specific areas of the nursery. Good adult to child ratios enable staff to fully supervise children at all times to help maintain safety. Detailed policies identify the procedures to be followed in the event of emergencies such as a fire, and staff show a sound awareness of their responsibilities to safeguard children's welfare in the event of an emergency. Children learn to handle items such as child-sized cutlery, within daily routines. Staff introduce children to aspects of safety through their play, for example when using an iron during role play.

Staff are aware of what child abuse and neglect mean and recognise their responsibilities to act on any concerns about a child in order to safeguard their welfare. Clear policies are in place for staff reference.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are settled, happy and relaxed in the nursery. They choose from an appropriate range of resources that are organised in advance. They are confident and approach staff to talk about their immediate needs and experiences. Babies are actively engaged in their play, for example as they handle activity toys and cause and effect toys with interest. Staff working with younger children are closely involved in children's play and show sensitive responses to them. All children enjoy opportunities to socialise as a group at snack and meal times. Staff working with babies make use of planning related to the 'Birth to three matters' framework to ensure babies have a balanced range of activities and experiences. Children's individual care needs are recognised as staff caring for babies and younger children take careful account of parental information, for example with regard to children's preferred sleep routines.

### Nursery Education

Teaching and learning is satisfactory. Children settle quickly and persist at their chosen activities. Children have made firm friendships and enjoy chatting to each other during their play. They enjoy singing their days of the week song at carpet time and clap their hands to follow a rhythm together which makes them feel part of the group. Children are developing their communication, language and literacy skills as they recognise their names and mark themselves present on the large wall register. They enjoy opportunities for group stories and listen to each other's ideas well together.

Children explore numbers as they find and count conkers hidden in the sand and around the room. They use number names and begin to be aware of tally counting as they see staff record their findings on a chart. Children are beginning to use mathematical language as they compare their drinks to see who has the most left. They learn about counting on and counting back as they sing number songs such as five speckled frogs and five fat sausages.

Children use simple computer programmes and have access to programmable toys such as a cash register. They talk about the weather and learn about the changing seasons as they take a weekly walk to the local primary school, collecting leaves and other natural objects on their journey. They develop knowledge of texture, colour and shape as they mix paint, crayon and stencil. Children have sufficient opportunities to develop their fine motor skills as they draw around templates and colour in with pencils and pens. During play dough activities they roll and cut, and manipulate the dough with their fingers and tools.

Staff working with funded children are suitably qualified and have a good understanding of how children learn through play and practical activities. They have attended training to increase their knowledge of the Foundation Stage. However, they do not fully understand how activities contribute to children's progress towards

the early learning goals. Many activities offer insufficient challenge to children, such as snack time or water play, and this affects children's learning. Staff do not make effective use of resources available or use everyday routines to extend children's learning beyond the planned learning intentions. For example, they do not always provide an attractive or interesting space for children to engage in role play so that they can develop their imagination or practise new skills.

Staff manage children well and have high expectations for behaviour, giving clear boundaries and sensitive, age-appropriate explanations for routines. Staff ask children questions to make them think and extend their language well through general conversation. They provide a good balance of adult-led and child-initiated activities and encourage children to try new experiences. Planning for activities is linked to the stepping stones and the early learning goals. Although careful observations and assessments are made of children's stage of development, these are infrequent and are not yet used to plan for the next stage in children's learning. As a result, activities and experiences are often not well enough matched to children's needs to provide a suitable level of challenge.

### **Helping children make a positive contribution**

The provision is good.

Staff are calm and attentive in their dealings with children, so helping them to feel confident, included and at ease. Children are relaxed in their daily dealings with staff and peers, for example, babies show enjoyment by their facial expressions and gestures as staff sing songs with them. Children work harmoniously together and are able to exercise choice from a selection of activities and resources available. Older children are encouraged to develop independence and take responsibility through routine tasks such as putting on their coat and passing snacks to each other. Children behave exceptionally well in different circumstances, for example, as they sit sociably together at mealtimes and move carefully around babies within the main room. This is because the manager provides an extremely good role model of positive behaviour, showing respect and concern for children and staff.

Staff take good regard of information about children's specific care and dietary needs, so ensuring individuality is recognised and individual needs can be met. Children are helped to recognise and respect individual needs, differences and similarities, for example through listening to stories. They begin to learn about different cultures and religions through planned activities such as cooking foods for celebrations. Children learn about their local community through visits to the library and other village amenities. The setting has good procedures in place for monitoring children with identified learning difficulties and/or disabilities and staff understand the need to liaise with parents and other relevant professionals with regard to such provision. Children's spiritual, moral, social and cultural development is fostered.

Prospective parents receive a well-presented prospectus giving information about arrangements for children's care. Opportunities for informal discussion at the start and the end of the day enable staff and parents to share relevant information on

children's experiences and activities. Staff know children and families very well, ensuring good continuity of care for children, and parents are very supportive of the setting. A written complaints procedure is in place, although not all details of the regulator are up to date.

The partnership with parents and carers of children receiving nursery education is satisfactory. Parents receive information about the Foundation Stage and pre-school activities on an informal basis, so that they can support their child's learning at home. Parents are able to access children's developmental records if they wish and staff are available termly for formal appointments to discuss children's progress.

## **Organisation**

The organisation is satisfactory.

Overall children's needs are met. All areas of the nursery provide space for children to move around safely and independently. Children across the age range are relaxed and at ease in the nursery because they have positive and settled relationships with the established staff team. The manager is effective in ensuring children's health, safety and well-being is maintained. Systematic recruitment procedures are in place to ensure that staff are suitable to work with children. A good proportion of staff hold recognised childcare qualifications to Level 3 or above, so helping to provide a secure basis for children's care. Appropriate adult to child ratios are maintained so helping to ensure children are well supervised at all times. Staff generally have a sound awareness of the policies and procedures helping to support their work with children. All required records are maintained to underpin provision for children's care and welfare.

Leadership and management of nursery education is satisfactory. Staff have regular opportunities to meet as a team to discuss planning of activities. They use outside help such as the local authority to monitor and evaluate their practice. The pre-school has some internal systems in place to identify priorities for the future and they are committed to improvement to ensure children receive quality education.

## **Improvements since the last inspection**

At the last care inspection the nursery was asked to ensure that children being fed in high chairs are fully integrated into the group at mealtimes and to provide a risk assessment of the premises which is reviewed regularly. Risk assessments are now carried out and recorded, lower high chairs have been obtained and mealtimes are a social occasion where all children and staff sit together. Therefore these requirements have been met and children's welfare and safety is enhanced. The setting was also required to ensure that the complaints procedure includes contact details of the regulator. This requirement has been partly met in that the complaints procedure does now include contact details of the regulator but they are not up to date. A further recommendation has therefore been raised.

At the last nursery education inspection the setting was given four recommendations.

They were required to improve staff's knowledge of the early learning goals and the stepping stones to ensure all staff have sufficient knowledge to plan and assess children effectively. Since the last inspection staff have attended various training courses to improve their knowledge of the early years. The setting was also required to maintain a regular system of purposeful observations for all children, including those with special educational needs, which inform the assessments of children's progress and are shared regularly with parents. Although still infrequent, staff do carry out some observations and share assessments with parents on request. The third requirement was to ensure the system of planning covers all the early learning goals and that staff are clear about the learning objectives which should be identified from observations of children's needs. Although long term planning covers the early learning goals, not all aspects of all six areas of learning are covered with sufficient frequency to ensure progress and staff do not necessarily know how activities contribute to learning objectives. Therefore further recommendations relating to staff understanding, planning, and the use of observations have been raised. The final requirement at the previous inspection was to ensure the grouping of children and the organisation of the session reflects the range of differing abilities within the group. Whole group sessions have been reduced in length and there is now a good balance of adult-directed and child-initiated activities, therefore children's individual needs are met.

### **Complaints about the childcare provision**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made by Ofsted.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### *The quality and standards of the care*

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the complaints procedure includes the current address and telephone number of the regulator.

### *The quality and standards of nursery education*

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop effective presentation of resources and activities to support children's independent and purposeful play
- develop use of observations and assessments of children's progress linked to the stepping stones to identify next steps in learning and inform short term planning
- improve staff's knowledge and understanding of the Foundation Stage curriculum so that they fully understand how activities help children to make progress towards the early learning goals.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)