

# Bosworth Academy Day Nursery

Bosworth Academy, Leicester Lane, DESFORD, Leicestershire, LE9 9JL

## Inspection date

Previous inspection date

11/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children feel safe and secure within a warm and welcoming environment. The well-established and effective key person system enables them to form secure attachments with the staff.
- Steps taken to safeguard children and promote their good health are robust. Staff identify and successfully minimise potential risks. Their secure knowledge of the signs of abuse and awareness of their responsibilities to protect children ensures that they are fully safeguarded.
- Children make good progress, their development is well-monitored and their next steps in learning accurately identified and well planned for.
- Partnerships with parents are effective with regard to sharing information that aids staff in meeting children's care and learning needs.

### It is not yet outstanding because

- There is scope to develop children's understanding of the world by providing further opportunities for them to access resources that enable them to observe things more closely, such as binoculars and magnifying glasses.
- Children's communication, literacy and sense of identity, is not always promoted as highly effectively as other times, particularly for those children who speak English as an additional language.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed practice and interaction between the staff and children.
- The inspector spoke with the staff, managers, registered person and to children at appropriate times during the inspection.
- The inspector undertook an inspection of the areas of the premises used for childcare.
- The inspector examined a range of documentation, including suitability records and qualifications, policies and procedures and children's developmental records.
- The inspector spoke with three parents during the visit.

## Inspector

Alex Brouder

## Full Report

### Information about the setting

Bosworth Academy Day Nursery was re-opened in 2012. It operates from within a 14 years to 19 years Upper School. Children are cared for in one large room, with a separate enclosed area within this space, for young babies. There is an enclosed garden area for outdoor play. The nursery is open to members of the Academy and the local community. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The nursery employs 10 members of childcare staff. Of these, all, with the exception of an apprentice, hold appropriate early years qualifications at level 3, including one member of staff that holds a qualification at level 5.

The nursery opens Monday to Friday all year round from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 35 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language. The setting receives support from the local authority.

### What the setting needs to do to improve further

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

- recognise and equally value all languages spoken and written by parents and children, to enhance children's identity and sense of belonging
- enhance children's opportunities to observe things more closely through a variety of means, such as magnifiers and binoculars, to enable them to explore, for example, mini-beasts.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff are confident in their understanding of how children progress and as a result, teaching is good. Children have fun, are highly engaged and develop the range of skills needed for the next steps in their learning, including school. For example, older children put on their own coats and shoes and toddlers begin to manage their own personal care as they wash their own hands in the low-level sink housed in the main play area. Staff know the children well and plan and provide all children with activities and resources to

support their individual interests, both indoors and outdoors. As a result, children freely explore their surroundings in growing confidence. For example, they make choices in playing in the indoor or outdoor play area and are supported by staff when, for example, they want to have wet sand instead of dry. Staff fill up the watering can and talk to children about the affect of the water in the sand. This enables children to recognise and comment on change, supporting their language and creativity.

The setting delivers a good quality educational programme. Staff are knowledgeable about the learning and development requirements within the Early Years Foundation Stage and complete purposeful observations and assessments of the children, using these to plan meaningful activities around children's next steps in learning. As a result, overall children, including those who are learning English as an additional language, are well supported and make good progress. Staff know children very well and fully understand children's interests and preferred learning styles. As a result, activities planned are purposeful and based on their individual level of ability, to ensure they are challenging and enjoyable. In addition, a balance of adult-led and child-initiated learning ensures that children have fun and learn through their play. The role of parents is highly valued in supporting children's learning and development. All parents contribute to the initial assessment of children's starting points on entry to provide a baseline from which to monitor their development. Information is regularly shared with them regarding children's progress both informally and through regular progress summaries. In addition, parents input is valued as they have opportunities to contribute to children's learning through sharing key information from home. This allows staff to take account of a wider range of experiences each child has outside of the setting, helping all children to feel valued and for parents to have a voice within their child's learning.

Children's communication skills are good, they are very confident and the majority of children are highly articulate communicators who enjoy talking about their experiences and ideas. For example, children eagerly speak to the inspector about the 'treasure map' they have made, explaining what the 'x' is for and that they will 'go on a pirate ship to get it'. They enjoy listening to favourite stories read to them by staff, and the environment is rich in print so they learn about words. However, opportunities for children to explore print in other languages are minimal. As a result, children, particularly those who have English as an additional language, have fewer opportunities to share differing parts of their lives with their peers, in order to enhance their sense of identity. Children make marks in a range of play opportunities, such as free painting and sand. They have access to a good range of resources, such as, pens, pencils and crayons to explore their growing skills further. Some older children begin to show an interest in writing and are able to link sounds to letters and begin to write their names. Staff extend these skills during planned activities, for example, as they find their name card at lunch and snack times. They take opportunities to encourage younger or more reluctant children to develop literacy skills by making marks using different materials. For example, children enjoy using chinks, brushes and water to make marks outside.

Children are introduced to mathematics through a variety of play opportunities and everyday routines. For example, they play snakes and ladders, count the dots on the die and are assisted by staff to move the counter to match the corresponding number. In addition, songs and rhymes are used everyday to enable children to hear and say numbers

with more able children correctly identifying how many 'ducks' are left, for example. They actively use their imagination as they play, both on their own and in group play. For example, children displayed high levels of enjoyment and participation as they act out the 'bear hunt'; they 'swish' through the long grass and 'squelch' in the mud, running and squealing as they 'find' the bear in the cave. Children's physical capabilities are developing well. This is actively supported through the provision of free-flow play for all age groups. As a result, children are able to climb, run and hop as well as play in the sand, chalk and dress-up both indoors and outdoors. They begin to explore the world they live in through dressing up in a range of costumes and outfits, walks around the Academy grounds and through trying foods from around the world. However, there are fewer opportunities for children to observe things more closely. For example, as children look at spiders and their webs in the garden, they are not able access resources, such as magnifying glasses, to look at these more closely. As a result, when the spider comes off the web, the children are not able to find it, inhibiting children's further exploration.

### **The contribution of the early years provision to the well-being of children**

The successful implementation of the key person system and effective deployment of staff ensure that all children develop very secure attachments. Staff take time to get to know children and gradual settling-in procedures are offered, tailored to the needs of each child, to ensure that a smooth transition is supported from home to the nursery. As a result, children are happy and confident and very settled. Children of all ages access the same play space. As a result, older children show care and concern for their younger peers, for example, soothing babies as staff hold them in their arms and holding hands of toddlers as they assist them to the sink. Routines are organised to ensure that younger children have time to play without the older children in the main playroom, allowing them to freely explore the resources and play opportunities uninterrupted. This also enables older children to have more focused and challenging play opportunities offered in a secure space. All children have good access to the wide range of play resources on offer and enjoy a balance of adult-led and child-initiated learning. They are motivated and engaged in what they do and begin to take risks in their play. For example, older children climb on a low-level wall using the fence as support, successfully manoeuvring themselves across this and working out how to get down when they reach the end.

Good arrangements are in place to ensure children's smooth transition to school. For example, staff take time to find out the schools that children will be attending, talking positively to them about what to expect and establishing routines that they know will be used when they move on to school. For example, children enjoy physical education sessions and opportunities to sit in groups to talk about the weather and days of the week. As a result, children are well prepared for the next stage in their learning.

Staff create a very warm, friendly and comfortable environment where children develop good friendships and demonstrate positive behaviour. Children play well alongside one another, sharing and taking turns. They show a good understanding of rules and listen well to instruction. For example, when asked to tidy the resources away before lunch they do so quickly and without question. Children feel safe within the setting. This is reflected as they confidently handle and use equipment safely and with ease, for example, scissors

and climbing frames. Children's health and healthy practices are well supported. For example, they independently wash their hands, even from a very young age, access the toilets and use tissues to blow their nose. They are offered a range of nutritious foods throughout the day, contributing to their good health and well-being. Children engage in a range of play to promote their physical skills. They learn to balance as they walk across low-level beams, ride small bikes and climb on the small frame.

### **The effectiveness of the leadership and management of the early years provision**

Children are fully safeguarded at the setting. This is supported through staff's knowledge and understanding of all policies and procedures within the setting along with relevant training to enable them to have a secure understanding of what to do should they have concern for a child's welfare. Robust vetting and recruitment procedures ensure that all those working with children are safe and suitable. In conjunction with this, induction procedures ensure that staff know and understand their roles and responsibilities in order to support and maintain children's well-being. Further to this, risk assessments are in place to ensure that all areas children have access to are safe and suitable for purpose. These are regularly monitored and reviewed to ensure that any changes are noted and appropriate action is taken to minimise risks. Effective visitor procedures are in place; visitors are asked to sign in and wear a badge and they are never left unsupervised. Staff all wear uniforms and are easily recognisable. As a result, children play in a safe and secure environment.

There are comprehensive systems in place for monitoring the progress that children make in their learning and development. This is because information about individual children is collated by the manager to provide her with an overview of children's learning and development. She uses this information to ensure that all children are making appropriate progress against their starting points and to ensure that should there be significant gaps in their learning, that action can be taken to address this, for example, seeking support and advice from external agencies. Both managers are 'hands-on' within the setting; this allows them to observe staff in their delivery of the curriculum. This information is then used to inform discussion in meetings, during appraisals and to highlight specific training needs. Planning is regularly monitored to ensure it supports the needs of the children across the whole of the setting. This means staff are supported well to deliver the requirements of the Statutory framework for the Early Years Foundation Stage.

Parents are happy with the progress their children make while at the setting and comment on the 'friendly and knowledgeable staff' and how the mixing of the age groups has supported their child's social skills and ability to show care and concern for others. Their opinions are valued and regular opportunities are offered to enable parents to share in their child's achievements, for example, through parents' evenings, open days and daily discussion. A good range of information on display ensures that parents are fully informed about the Early Years Foundation Stage and the organisation of the setting. Self-evaluation is completed through discussion with staff and parents, using verbal and non-verbal methods, for example, questionnaires, comments and general discussion. It demonstrates a clear and accurate understanding of the strengths of the setting and areas

where there is scope for improvement. This supports the ongoing improvement of the setting and consequently, the outcomes for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY455967
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	894063
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	35
<b>Name of provider</b>	BA Services (Bosworth Academy) Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01455 822841

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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