

Inspection of Boley Park Pre-School

Boley Park Community Hall, 7 Ryknild Street, LICHFIELD, Staffordshire WS14 9XU

Inspection date: 7 March 2023

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 arrive happily and are greeted by the friendly staff. They develop secure bonds with the caring and nurturing staff. This helps children to settle quickly and to have a sense of belonging at the pre-school.

Children thrive in this pre-school. They show enthusiasm for the wide range of activities available to them. They are excited and motivated to learn. For example, outside, children explore a range of plastic bugs. They are in awe when they find a spider's web. Staff use this opportunity to introduce new learning by providing the children with magnifying glasses to observe the spider's web. Children explore marks using paintbrushes and water as they paint spiders. Staff skilfully expand on children's language and mathematical concepts. They introduce words such as 'circle' to describe the spider's round body and count how many legs a spider has. This helps children to make connections in their play.

Staff identify children with special educational needs and/or disabilities (SEND), and they are supported well. Staff seek specialist advice and work closely with other professionals to make referrals and ensure that the needs of children with SEND are met. This helps to ensure that children receive focused support to help them make progress in their learning.

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

- The manager and staff work together to provide an ambitious, well-sequenced curriculum that builds on children's interests and next steps. Staff use information from assessments of children's learning and development to close gaps quickly. This helps children to develop the skills and knowledge they need to get them ready for the next stage in their learning.
- Children enjoy the free-flow access to the outdoor area. Younger children use tricycles and pedal them to go around the chalked 'roundabout'. They are proud as they climb up and slide down a climbing frame. Older children delight in riding scooters and balance bicycles, showing great control and coordination. Indoors, children develop their fine motor skills by 'rolling', 'squeezing' and 'cutting' play dough as they create models. As a result, children develop confidence and strength in their physical development.
- Staff are skilful in supporting children's learning. They are clear about what they want their children to learn, and implement this well. For example, staff provide many opportunities for children to learn about early sounds to build on their early literacy skills. Children engage in circle time and learn to hear and identify initial sounds of objects by playing games. They identify sounds correctly and feel extremely happy when they receive praise. Others enjoy learning sounds that animals make. Staff introduce names of baby animals and use books to

support learning. However, at times, staff do not always challenge the most-able children to help them make even better progress.

- Staff are positive role models and teach children about expectations, boundaries, turn-taking and sharing in an age-appropriate way. Children develop a kind and caring approach to each other and the world around them. They persevere in tidy-up tasks and work as a team. As a result, children behave very well and demonstrate they are happy and secure.
- Children enjoy the opportunities they have throughout the day to sing songs and rhymes. They join in with 'Hickory-Dickory Dock' and 'Old Macdonald' and say which animals they would like to sing about. Children suggest actions for the animals they have chosen, and they enthusiastically join in. For example, children 'flutter' like a butterfly and 'flap' like a unicorn. This helps children to develop their speech and language skills.
- Staff support children to make healthy choices. Children wash their hands before snack and lunchtime and find their names at the tables. Routines for children are embedded well. Children confidently communicate their preference as they ask for more snacks or drinks. However, staff do not fully promote children's independence during this time as they complete tasks for children that they are capable of doing for themselves.
- Parent partnerships are strong. Parents speak highly of the pre-school and say the staff 'really care' for their children. They feel very informed and receive daily updates, weekly newsletters and information online about their children's learning. Parents comment on the range of experiences and opportunities that are provided for their children. For example, they speak highly about planned outings, such as visits to a restaurant during Chinese New Year, to the local library, cathedral and parklands and how this has enhanced their children's knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Staff have clear knowledge and understanding of how to keep children safe. They understand the procedures to follow if they have a concern about a child or a member of staff. The manager ensures the recruitment process is robust and that all relevant checks are in place and staff are competent in their role. The deployment of staff is very well organised so that children are always supervised.

What does the setting need to do to improve?

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

- provide greater opportunities to challenge children further during activities by consistently responding to their individual learning needs
- strengthen the organisation of snack time to increase the opportunities for

children to further develop their independence.

Setting details

Unique reference number	218099
Local authority	Staffordshire
Inspection number	10264765
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	39
Name of registered person	Boley Park Pre-School Committee
Registered person unique reference number	RP909049
Telephone number	07925 035804
Date of previous inspection	26 June 2017

Information about this early years setting

Boley Park Pre-School registered in 1993. The pre-school employs eight staff members, including the manager. Of these, two members of staff have achieved qualified teacher status, one holds a qualification at level 6, four hold a qualification at level 3 and one holds a qualification at level 2. The pre-school opens from Monday to Friday, during term time. Sessions are from 9.15am until 12.45pm everyday, with an extended session on a Tuesday until 2.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Reena Rai-Aheer

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 the inspector carried out a learning walk together of the pre-school and gathered information about how the provision and curriculum are organised.
- Parents shared their views of the nursery with the inspector.
- The inspector completed a joint observation with the manager where they evaluated the quality of teaching and practice together.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- A meeting was held between the inspector and the manager.

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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