

# Inspection of Bossingham Preschool Ltd

Bossingham Pre School, Bossingham Road, Stelling Minnis, CANTERBURY, Kent CT4 6DU

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Inspection date: 16 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 enter the setting very happily, excited to see the staff and their friends. They confidently explore the resources to instigate their own play and are equally keen to take part in the activities led by staff.

Older children have a good understanding of the routines of the day. They assemble quickly on the mat for group time and engage fully in the storytelling, accurately reciting their favourite lines. They listen well to the information shared by staff as they explain the activities that are planned for the day. All children develop good social skills and learn how to behave well. Babies respond well to the warm, caring interaction of staff. Older children understand how to share and take turns, and they play very cooperatively together. For example, two children have great fun mimicking each other's movements as they play a game wiping shaving foam from different sides of a clear vertical screen.

All children, including those with special educational needs and/or disabilities, make good progress. Their backgrounds, family beliefs and traditions are recognised and respected by staff. Staff help to ensure that children develop good self-esteem and prepare them well for their future lives as learners.

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

- The leadership and the management of the setting is strong. The manager has been in post for several months, during which time she has made significant improvements. Parents comment on the positive effect that changes have had on their children's all-round development. The newly elected chairperson is motivated to work with the manager to identify and prioritise further areas for development.
- Staff feel well supported by the manager. They work very effectively as a team, creating a positive, welcoming atmosphere. The arrangements to support apprentices are very good. The manager ensures that apprentices have the time, guidance and opportunities they need to fulfil the commitments of their course and become skilled practitioners.
- Staff's interactions extend children's learning very successfully. All staff have a confident knowledge of the current overarching aims for children. These are focused on promoting language and emotional well-being, to address the impact of the COVID-19 pandemic on the children.
- Staff are skilled at recognising opportunities that arise to engage with children as they play to extend their learning. They also plan activities with specific learning intentions. Most of these are very successful, such as an activity to weigh pasta to promote mathematical understanding. However, other activities are not as well planned. For example, children listened with interest as staff

spoke about the fundraising activities taking place for a national charity event. They were much less engaged in an activity to colour pictures linked to this charity. In addition, the link between these activities was too complex for the younger children to understand.

- There are resources and activities constantly available to cover all areas of learning. These include materials for drawing, painting and craft activities. Children are free to explore these materials independently. Staff plan activities aimed at teaching techniques, such as printing or painting with glue and glitter. However, some of the activities have too much adult direction, which restricts children's creativity.
- Children's good health is promoted well. Staff follow appropriate hygiene routines and provide nutritious snacks. Children take part in a lot of physical exercise throughout the day. The weekly dance sessions, led by a visiting performer, are extremely popular. All children become excited as they sing along to the familiar songs and move their bodies with control and coordination as they copy the actions. Staff dance as they hold babies to allow them to become fully involved.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a confident knowledge of the potential signs that may indicate a child is at risk of harm or abuse. This includes the risks associated with exposure to extreme views or behaviours. They know where to find the policies that contain the contact details for them to refer any concerns about children's safety and welfare. Recruitment procedures are robust, and appropriate arrangements are in place to check the ongoing suitability of staff.

## **What does the setting need to do to improve?**

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

- enhance further the provision for creative development to encourage children to use the skills they learn to explore their own ideas
- support staff to hone their skills in planning so that activities are targeted more effectively and have a clearer intent for children's learning.

## Setting details

<b>Unique reference number</b>	EY479513
<b>Local authority</b>	Kent
<b>Inspection number</b>	10209107
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Bossingham Preschool Ltd
<b>Registered person unique reference number</b>	RP907646
<b>Telephone number</b>	01227 709156
<b>Date of previous inspection</b>	27 September 2016

## Information about this early years setting

Bossingham Preschool Ltd registered in 2014. It is situated within the grounds of Stelling Minnis Primary School, near Canterbury in Kent. The pre-school is open each weekday from 8am to 6pm during school term times. There are six members of staff, of whom, one holds a relevant qualification at level 6 and three are qualified to level 3. The pre-school receives funding to provide free early education to children aged two, three and four years.

## Information about this inspection

### Inspector

Liz Caluori

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager showed the inspector all areas used by children and discussed the intent behind the educational programmes.
- The inspector observed the interaction of staff and children during a range of activities, indoors and out.
- The inspector spoke with staff, parents and children at appropriate times during the inspection.
- A range of relevant documentation was viewed.

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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