

Inspection of Bossingham Preschool Ltd

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

Inspection date: 23 April 2024

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

Leaders are passionate and dedicated to providing the very best for children, their families and staff. The newly formed team is being well supported to plan a curriculum which helps children to thrive and make good progress in their learning. Children arrive excited to attend. They smile as they see warm and familiar faces and separate from their parents with ease.

Staff provide an equal focus on children learning indoors and out. The garden is large, spacious and inviting to all children. Children have the luxury of using the adjoining school grounds. For example, they grow produce in the polytunnel and enjoy the large school hall, to engage in music and movement.

Children access purposeful learning opportunities and leaders are reflective about what they would like children to learn, at each stage of their development. For example, babies enjoy comfortable space where they can build attachments with staff and spend time exploring various sensory resources. Older children take part in activities that help to build skills in mathematics, such as counting the legs of various insects and attempting to write the symbol of the corresponding number.

Children's behaviour is very good. Staff help children to learn about how they are feeling through stories. For example, they use home-made story spoon 'puppets'. Children share and are kind. Staff very sensitively encourage children to consider how their friends are feeling.

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

- The leaders work effectively with staff to maintain good standards in the nursery. Following significant changes in the way the nursery is organised, there have been concerted efforts to maintain consistency for children. Leaders are committed to establishing a more stable and committed staff team. They have prioritised staff well-being and building on the strengths within the team. The nominated individual shows her positive ambition for staff, children and families.
- The key-person system is very effective. Staff know the children that they care for well. They understand their individual needs and ensure that learning is matched to their continuing development. They work with parents to ensure that they support children to settle into the nursery. This is contributing towards children's positive well-being and involvement, as well as building their confidence.
- Children benefit from an ambitious curriculum. Staff find out children's starting points from very early on. They routinely observe and assess children's development and use this information to identify any gaps in children's learning. Where concerns are raised about a child's development, staff seek support from

professionals, such as those who specialise in special educational needs and/or disabilities.

- Staff are good at engaging children and support them to enjoy learning as they play. For example, children are enthused by staff who made a makeshift 'fire' to put out, as children take part in using their imaginations and creativity. However, occasionally, less experienced staff do not confidently identify when children need more challenge in their learning and do not recognise that using some simple teaching strategies will extend children's knowledge and understanding.
- Children learn about various aspects of their local community and learn what makes them unique. For example, children share books about their families and use speaking and listening skills to describe the similarities and differences between themselves and their peers. However, children have fewer opportunities to become curious about diversity in the wider world.
- The strong link with the school supports children with their transition into Reception. Children enjoy hot meals that are brought from the school kitchen. Children benefit from attending events that occur for older pupils, such as a visit from the fire service. These opportunities help children to become familiar with school routines and share resources that have an advantage for all. Staff receive support from the headteacher, who is the nominated individual. The close working relationships are evident and help to maintain high standards.

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:

- enhance the support for the least experienced staff further to extend their skills and knowledge
- strengthen opportunities for children to learn about diversity in the wider world.

Setting details

Unique reference number	EY479513
Local authority	Kent
Inspection number	10326321
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	28
Number of children on roll	23
Name of registered person	Bossingham Preschool Ltd
Registered person unique reference number	RP907646
Telephone number	01227 709156
Date of previous inspection	16 November 2021

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. It provides a holiday club during the same hours, during school holidays. There are five 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
Kate Williams

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector about what they enjoy doing at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- Leaders provided the inspector with a sample of key documentation on request.

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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