



# Gunness & Burringham Pre School

Inspection report for early years provision

<b>Unique Reference Number</b>	205699
<b>Inspection date</b>	13 July 2006
<b>Inspector</b>	Jackie Phillips
<b>Setting Address</b>	Gunness & Burringham C of E School, Burringham Road, Gunness, Scunthorpe, North Lincs, DN17 3LT
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<b>Registered person</b>	Gunness & Burringham Pre-school
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## 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 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 good.

### WHAT SORT OF SETTING IS IT?

Gunness & Burringham Pre-School was established in 1987. It is owned and run by a voluntary management committee and has charitable status. The pre-school operates from the self-contained unit (used as the dining room) of Gunness & Burringham Church of England School. This is located on the borders of the villages of Gunness and Burringham in North Lincolnshire. It serves children and families living locally and in the surrounding area. Children have use of enclosed areas for

physical play opportunities within the school hall or the playground.

The group operates Monday to Friday mornings during school term-time only. Sessions are from 08.50 to 11.20. Registration is for a maximum of 16 children aged from two to five years of age at any one time. Currently there are 20 children on roll. Of these, five children receive funding for nursery education.

The pre-school employs four staff. All the staff, including the supervisor, hold appropriate early years qualifications. The group is a member of the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is well supported in a number of ways. For example, the environment in which children play is bright and well ventilated. They have the opportunity for regular, outdoor physical exercise and fresh air. This is because time is built into the daily routine for children to access the school's enclosed playground area. They use equipment, such as mobile toys, bats, balls, hoops, stilts to balance and, on occasions, the school's climbing equipment. Children also have use of the school hall for indoor physical activities. They practise and refine their smaller manipulative skills by using a range of tools and equipment. For example, children confidently use paint brushes, pencils, scissors, rollers and glue sticks on a regular basis. Threading toys and activities to support children's handwriting skills also aid their hand and eye coordination.

Because good attention is paid to providing children with regular fluids, they do not become thirsty or dehydrated. For instance, a jug of fresh drinking water and clean beakers are readily available for children to serve themselves a drink. A midmorning snack gives children the opportunity to gather informally and enjoy a selection of food that supports a healthy lifestyle. Fresh and dried fruit, for instance, is available for children to enjoy. Children are involved in activities that involve growing fruit and vegetables, which further supports their understanding of the benefits of fresh, nutritious food.

There is good support to help children understand the need for consistent personal hygiene routines. For example, they use the toilet area independently and understand about respecting the privacy and dignity of others. Liquid soap and disposable paper hand towels help children to be aware of good practice when using the toilet to further support their good health. Through a recent topic incorporated within the education curriculum, a four year old child recognised the need to dress the 'baby' (a doll) in a nappy to help keep it clean because it could not use the toilet.

Effective procedures are established which support children's well-being. All staff hold a valid first aid qualification and there are good systems in place for the recording of any medication that is to be administered to a child. However, parents

have not yet been requested to provide written consent for the setting to seek any emergency medical treatment or advice. There is written information in place that supports a healthy environment including information on children who have allergies and a sick child policy. However, details that relate to the safe storage of children's lunch boxes and the arrangements for when a child becomes ill whilst at the setting are not so secure.

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

The provision is good.

The security of doors and the monitoring of children's arrival and departure times means that good attention is paid to ensure that children are kept safe. Accurate recording systems of children's attendance are established and the majority of documentation to support the safety of children is in place. Risk assessments are consistently carried out, although the recording of children's accidents, especially those attending school during the afternoon, is less effective. A procedure to follow for the safe conduct of any outings has also yet to be established.

Children are encouraged to be aware of their own personal safety. For example, adults stress the need to ensure children are aware that any spillages are quickly wiped up to prevent falling or slipping. Children are familiar with the layout of the setting because it is well organised with defined focussed areas of play and learning clearly evident. For example, children have access to areas that include a book corner, role play, imaginative play, art and creative activities, mark making and low tables for games, puzzles and various other learning experiences. Resources are easily accessible and most are clearly identified in well-labelled storage containers. Children feel valued and feel like members of the group. This is because they have their photographs well displayed and have secure places in which to leave their coats, shoes and personal belongings.

Staff are aware of their responsibility to protect children from harm. This is demonstrated by the displaying of clear emergency evacuation notices on the walls and by ensuring the routine is practised with children. They have an understanding of child protection procedures. This is because training has been attended and written supportive guidance is in place. Information is also shared well with parents. The setting is a safe environment with good attention given to ensuring the small kitchen area is not accessed by the children.

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

The provision is good.

Children are treated with respect and are enabled to feel like valuable members of the group. They are enabled to gain self-esteem by being able to make choices and decisions. For example, through deciding which activities they wish to be involved in or which materials they would like to use to make their picture. They are encouraged to become independent through, for example, secure personal care routines and adults who plan a child-focussed learning environment. Children are happy, enjoy

attending the setting and have a positive attitude to learning. They leave their parents confidently and quickly become involved in the range of activities provided. Children play well on their own or with others. They are inquisitive and respond to visitors at the setting confidently. Adults and children develop good relationships. This is because they discuss interesting events and hold conversations where children are able to express themselves. Adults know the children well and respond to their individual care and learning needs. Children are beginning to understand the difference between right and wrong, although some younger children become easily upset as they adjust to the routine. Adults are sympathetic to the needs of children at all stages of their development and respond to ensure those needs are met.

### Nursery Education

Children are able to participate in a broad range of interesting and developmentally appropriate activities. This is because planning for children's early education is done in advance and adults are well prepared. The range is based around a theme or topic which provides links into children's learning. This fully supports the education process. Resources are of a high quality and supplies are good. They are stored well and are easily accessed by children. Children become involved, motivated and engaged in indoor and outdoor activities which provide good levels of challenge. For example, they use a range of natural materials, such as pebbles, feathers and cones. They grow fruits, herbs, vegetables and flowers. They use their senses to explore, such as by tasting different foods or by spreading the glittery, soapy liquid with their hands. They have lots of opportunities to share their thoughts and ideas and learn about the cultures, beliefs and traditions of others. Resources available raise children's awareness of diversity, although there is limited opportunity to see pictures of positive images around the setting. They are able to explore, investigate and record their observations. For example, they use magnets and information technology equipment, such as calculators, cameras and mobile phones. They use observational skills to assess the weather conditions and record the date and the number of children and adults present.

The quality of teaching and learning is good. This is because adults acknowledge that children learn through play and experiential learning. They make learning fun and interesting. They are familiar with the Foundation Stage and plan a well-balanced curriculum. They provide high levels of interaction with children, therefore fully supporting children's learning and progression. Through recordings and direct observation children's understanding and progression is monitored. Assessment is thorough and the information gained is used effectively to guide planning for the next steps in children's learning. Secure systems are in place to share information with parents. Practitioners use monitoring procedures well to evaluate and improve the quality of their teaching and that of the education programme.

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

The provision is good.

The partnership with parents and carers is good. This is because the relationship

between parents and the adults of the setting is informal and they regularly share information regarding the care and learning of the children. Parents are issued with newsletters and have a designated noticeboard. They are provided with clear information about the setting and have good access to the group's range of policies and procedures. Parents are very complimentary about the group, demonstrating this through many cards and letters of thanks. They verbally acknowledge the progress made by their children and the support they have received in recent times. They are invited to social and fundraising events and contribute in meaningful ways. For example, recently many of the parents helped to paint the exterior walls of the playroom to improve the overall appearance of the unit. Parents are given brief information about the planning of the curriculum and the Foundation Stage, including the six areas of learning. However, the opportunities for them to share and become more involved in their children's learning is currently limited.

A hand stamp and sticker reward system is used to help children understand positive behaviour. This is verbally reinforced at group discussion time to promote children's self-esteem and provide a powerful message. Parents are able to observe the special message on the sticker, for example, 'For good listening - Well done!'. This helps children to succeed and acknowledges their efforts. When disputes occur children are always provided with explanations regarding the unwanted behaviour to help them understand the difference between right and wrong. Children are developing social skills as they greet each other in the morning and acknowledge the presence of visitors. They say 'please' and 'thank you' and apologise when they do wrong. Through activities they learn about our multicultural society, the wider world and their community. They share the experiences of visitors, such as the fire service and the local lollipop lady. All children are fully included in the range of activities and events. They help to care for their environment, such as by tidying away the toys when requested to do so by an adult. This change of routine is managed exceptionally well, with respect for children demonstrated by adults. They provide children with fair warning that soon it will be time to finish what they are doing. This positive approach means that children's spiritual, moral, social and cultural development is fostered appropriately.

## **Organisation**

The organisation is good.

The children's environment is very well organised which fully supports their care and early learning experiences. An established routine is in place that is flexible to meet children's needs. The majority of the documentation necessary to support the safe and effective management of the setting is in place. However, the setting's complaints policy is not in line with new requirements and a complaints log is not established. Secure procedures for the recruitment and induction of staff are devised and implemented. However, information contained within the vetting procedure of all new staff is contradictory to the good practice explained by the manager. There is a commitment to training, including recent attendance to introduce the Birth to three matters framework curriculum into the setting for the younger children. All documentation is stored effectively to ensure it is secure and that confidentiality is maintained.

The leadership and management of the setting is good. The manager leads by positive example and has a clear vision for the care and education of children with a strong focus on their achievements and the development of the setting. The team work well together and demonstrate support for their colleagues. They meet regularly to share their thoughts, ideas and observations to keep each other well informed. There is a commitment to a positive partnership with parents and to ensuring the smooth transition of children from the playgroup to the school environment. Support provided by other childcare professionals is well received to raise the quality and ongoing development of the provision for children. Overall the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the setting was asked to establish a key worker system. This has now been implemented and supports the assessment process for the progression of children. All information is well coordinated and is also shared with all staff to ensure they are kept fully informed of children's individual needs. A range of healthy options was also recommended to be introduced. Fresh and dried fruit and food, such as bread sticks, now provide children with healthy eating options. This is well supported by associated food activities and related discussions about food, promoting children's healthy lifestyle.

The last funded nursery inspection highlighted the need for staff's observations and assessments to support the learning opportunities for groups of children. At the planning stage children's progress and needs are now taken into account to ensure that learning takes place. For example, the less and more able children are identified to ensure the activity and learning outcome meets their individual needs. Plans for children to practise number problems in meaningful ways was also recommended to be increased. Adults have adopted a positive response by encouraging children to count through a range of spontaneous and planned events. For example, they count the number of adults and children present each day at registration time and take part in number and action songs.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to 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 good.

## 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):

- request written parental permission for the seeking of any necessary emergency medical advice or treatment and ensure parents are aware of the setting's arrangements if a child becomes ill whilst in day care
- ensure an accurate record is maintained, signed by parents, of all accidents
- ensure there are operational procedures in place for the safe conduct of any outings provided
- develop the setting's written complaints policy in line with new requirements and establish a complaints log
- ensure the information contained within the setting's written vetting procedure clarifies that any person who has not been vetted is never left alone with children.

### The quality and standards of the nursery education

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

- improve evidence around the setting that provides positive messages to children regarding diversity
- improve information for parents regarding the content of the education programme allowing them the opportunity to share more effectively in their children's learning experiences.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)