



Burley Gate Pre School Group

Inspection report for early years provision

Unique Reference Number	EY333538
Inspection date	06 November 2006
Inspector	Josephine Mary Hammick
Setting Address	The Log cabin, Burley Gate Primary School, Burley Gate, Hereford, Herefordshire, HR1 3QR
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Registered person	Burley Gate Pre-School Group
Type of inspection	Integrated
Type of care	Full day 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.

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 outstanding.

WHAT SORT OF SETTING IS IT?

Burley Gate Pre-School has been at its current premises since 2006, but originally opened in 1977. The pre-school operates from its own designated building, the Log Cabin, in the grounds of Burley Gate Primary School, about 6 miles from Hereford. The pre-school also uses the adjacent village hall for some indoor play. Children have access to an enclosed outside play area which comprises of part tarmac, grassed and bark areas. The pre-school serves the local area.

There are currently 32 children from two years to five years on roll. This includes 12 children in receipt of nursery education funding. Children attend a variety of sessions. The pre-school supports children with learning difficulties, disabilities and those with English as an additional language.

The pre-school opens Monday to Friday during term time only. Sessions are from 09:00 until 15:00 on Tuesday and Thursday and between 09:00 and 12:30 on Monday, Wednesday and Friday. A lunch club is provided. On Monday, Wednesday and Friday there is a club specifically for two-year-olds held from 09:00 to 11:30. Currently, Tuesday and Thursday sessions are for children aged from two years six months.

One full-time and five part-time members of staff work with the children. All hold, or are working towards, an early years qualification. The setting receives support from a mentor teacher from the local authority, and is regularly represented at their local partnership and forum meetings. The group is a member of the Pre-School Learning Alliance. The pre-school has achieved a bronze award in the Growing Together Quality Assurance Scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy and are protected from infection because staff have good procedures in place to protect children. For example, tables are wiped and covered with a vinyl cloth prior to being used for snack and meal times. Children are well cared for in the event of an accident. Sufficient staff hold first aid qualifications to enable them to deal with accidents effectively. Appropriate documentation is kept and shared with parents to safeguard children. Children learn the importance of good personal hygiene through regular routines for washing their hands before snacks and lunch times, after using the toilet and playing outside.

Children learn about leading healthy lifestyle through everyday practical experiences. At snack time children enjoy nutritious foods such as bananas, apples, satsumas and pears, which parents contribute weekly, together with toast, biscuits, low sugar juice and milk. Although parents provide packed lunches for their children, they are learning to make healthy choices about the foods that they eat through discussions with staff and through planned activities.

All children benefit from the strong emphasis on physical development. They enjoy a wide range of indoor and outdoor activities which promote their physical development. For example, they frequently play outside using a good range of equipment such as bikes, building bricks, balancing beams and climbing frames. The wide provision of resources ensures that activities provide sufficient physical challenges to children of all ages. Indoors, all children have opportunities to use cutters, scissors, paintbrushes and other small tools to develop their manipulative skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well maintained and child-focused environment. Staff prepare the room with an excellent range of appropriate resources before children arrive each day to create an inviting and stimulating environment for them. Children are able to access a range of developmentally appropriate toys and equipment which ensure they play safely and are happily occupied.

Children's safety is enhanced by good safety procedures which are used to restrict access to the setting. For example, access is restricted into the playroom by a locked door. Safety measures, such as having socket covers in place and using a stair-gate to prevent children from accessing other areas of the premises unattended, also promote their safety. Children's safety in case of fire is promoted. Regular discussions and fire drills help children to learn how they could evacuate the premises safely to protect themselves.

Children's welfare is well protected. The group have a written policy on child protection and are aware of their duty to protect children. However, the policy does not include the circumstances or procedures the group would follow should a referral have to be made.

Helping children achieve well and enjoy what they do

The provision is outstanding.

All children are eager to attend and relish their time in the stimulating and well resourced environment. Children throughout the setting are happy, confident and have built secure relationships with each other and staff, including very young children who are happy to be left and are busily occupied at all times. Staff provide an excellent balance of child-initiated and group projects to ensure that children have access to an extensive range of stimulating activities. For example, the weather station and igloo in the role play areas ensure that play is linked in with the overall theme of the weather. The musical instruments and 'windy day bag' of resources stimulate interest and extend learning in a fun and informal way. The children are keen and motivated by what is available to them and demonstrate an excellent understanding of the overall theme.

Children's play and learning is very well supported by staff who have an excellent understanding of how children develop. Staff consistently interact with children at a high level to extend their learning and play. Children's confidence and self-esteem is developed through the attention and praise they receive for their achievements. Staff value the children's creations, displaying them attractively on wall displays or by including them in their own folder.

Nursery education

The quality of teaching and learning is outstanding. Children enjoy being in the setting. They are stimulated and enthusiastic about the range of activities provided. They concentrate and persevere well, whether playing alone or when benefiting from interaction with their peers or adults. Children are confident to express opinions or suggest ideas. Staff ensure children have plenty of opportunities for conversation and discussions and less articulate children have good support to help them join in. Excellent use is made of questions to foster children's thinking and inspire curiosity.

Children enjoy stories and rhymes. They listen attentively and contribute enthusiastically to discussions about features of stories. Excellent use is made of props and visual aids. Larger format books and story sacks help children to concentrate and enjoy different aspects of stories. Children sing tunefully and with zeal. Rhymes are used imaginatively to reinforce aspects of the topic. Children also enjoy mark-making in different contexts, whether they are forming

patterns in sand or on concrete or writing for a purpose, such as in the role play 'weather station'.

Counting and number recognition activities are practical and fun for children. Many can count confidently beyond ten. During routines, play activities and discussions, children get plenty of opportunities to consolidate their understanding of number, space and volume. Children enjoy working out simple number problems, such as how many more cups are needed at each table at snack time. Stories and rhymes are also used well to support children's awareness of simple number operations. Staff encourage children to check their answers so that, for example, they often spontaneously count using their fingers.

Children are inquisitive, keen and interested in how things work. They explore different materials, such as wet and dry sand and play dough. They find out how different construction toys and other items fit together. They confidently handle tools, such as scissors. Children design and make their own kites, cutting out paper sails. They test their models out to see which fly and which do not. Children use mathematical language to describe their model's appearance and the position of key features, for example, how many triangles? which one fits here? where do the ribbons go on the tail?

Children move confidently. During an enjoyable outside play session they competently follow different actions, stretching up, doing star jumps, wiggling and moving in different directions. Children are beginning to describe different positions which can help their balance, such as holding their arms out 'like planes' when walking along low-level beams. They talk about how they feel out of breath after exercise, and the consequent need for a rest.

A wide and varied range of collage and creative materials encourage children's imaginative painting and craft work. They often draw and paint expressively, trying out different techniques and using colour well. Role play areas are available throughout the session to enable children to fully develop their own ideas. The scenarios that are provided, such as an igloo or weather station, are realistically resourced and promote children's meaningful play.

Planning and assessment effectively support children's learning. Topics are fun, interesting and relevant to children. Staff spend a great deal of time researching topics to ensure ideas are fresh and exciting. During the current topic on the weather, children enthusiastically recall their own windy weather experiences during discussions and through role play, art and craft work and modelling activities. Plans have clear learning outcomes which are followed through in well-organised, focused activities which stimulate and challenge all children.

Assessment procedures ensure a clear audit trail of children's progress whilst they attend the pre-school. Parental contributions and early observations help staff to compile an initial profile on each child. From that point assessments are based on informal observations of children during play and activities, evaluations of their responses to key activities and ongoing monitoring of specific skills, such as colour and shape recognition. Staff regularly check children's progress in relation to the stepping stones and early learning goals and adapt stimulating and exciting activities to suit children's differing levels of skill.

Helping children make a positive contribution

The provision is outstanding.

Children's individual personalities and needs are well known and respected within the setting. The group seek a wide range of information from parents such as children's special interests, festivals that they celebrate at home and things that are special to the family. This information is used to ensure that children are cared for by staff that work with parents to meet their individual needs and also ensures that all children are valued and included in the life of the setting. Children's play is supported by a wide range of resources such as books, dressing up outfits and dolls which are aimed at promoting positive images of people from a wide range of cultures. For example, staff have learned familiar words and made flash cards of familiar objects in order to include children with English as an additional language.

Children with learning difficulties and disabilities are recognised and well supported by experienced and caring staff. Daily records are kept of children's progress and shared with parents and outside agencies to ensure that the children's changing needs are recognised and can continue to be met.

Children behave very well, care for each other and freely share and take turns. For example, when playing with the play-dough, children share different sized cutters and take turns using the rollers. They are developing a good, sound understanding of right and wrong and are able to play happily within clearly set boundaries. Children's social, moral, spiritual and cultural development is fostered.

Children benefit from excellent settling-in procedures which are based around their individual needs, to support them in the transition between home and the setting. For example, parents and carers are actively encouraged to stay with their children until they are settled. This helps children to feel secure and confident in the group.

The partnership with parents and carers is outstanding. The well thought out prospectus includes information on the Foundation Stage framework and the six areas of learning. Photographs and labels on displays help parents and carers to learn about what educational aspects of learning are possible in any activity. Newsletters and notices on the information board keep parents and carers informed about activities or many social events. There is an active daily rota of parent helpers. Parents are always welcome to view or discuss their child's record of assessment informally or formally through appointments.

Organisation

The organisation is outstanding.

The premises are extremely well organised and excellent use is made of the space available. All staff work very well together and demonstrate a commitment, motivation and enthusiasm for creating a learning environment that stimulates children of all ages. Children are well cared for by suitably qualified staff who have been appropriately vetted to ensure that they are suitable and have sufficient skills and knowledge to work with children.

Policies and procedures are regularly updated, clear and comprehensive. All staff are familiar with their content to ensure children are well cared for. There is a high emphasis on staff training and working with other professionals, such as those from the local authority. As a result, children benefit from practices which are in line with current ideas and legislation.

Leadership and management of the nursery education is outstanding. There is a strong commitment by staff to develop provision to promote learning in all areas. They are highly competent within their roles and have excellent knowledge of the Foundations Stage and 'Birth to three matters' framework. These skills and knowledge are supporting the children's learning and development extremely well.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- extend knowledge of child protection issues and procedures for reporting incidents

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk