



## Burleigh Hill Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	221833
<b>Inspection date</b>	01 December 2006
<b>Inspector</b>	Caroline Wright
<b>Setting Address</b>	Wheatfields Primary School, Nene Way, St. Ives, Cambridgeshire, PE27 3YD
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<b>Registered person</b>	Burleigh Hill 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Burleigh Hill Pre-school is run by a voluntary management committee made up of parents of children at the pre-school. It opened in 1983 and operates from premises on the site of Wheatfields Primary School. The school is situated on a large housing estate on the outskirts of St. Ives, Cambridgeshire. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 08:40 to 11:40 and Monday and Wednesday afternoons from 12:10 to 14:55; term times only. All children share access to a secure enclosed outdoor play area.

There are currently 41 children aged from two to under five-years on roll. Of these, 24 children receive funding for early education. Children come from a wide catchment area. The pre-school currently supports a small number of children with learning difficulties and also supports a small number of children who speak English as an additional language.

The pre-school employs four members of staff plus one regular volunteer. All of the paid staff, including the manager, hold appropriate early years qualifications. Two of the staff are working towards further early years' qualification's.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn about personal hygiene through regular routines, such as washing their hands before eating, and they know that they need to wash their hands 'because they've got germs on them'. Staff act as good role models, wiping down surfaces before serving snack and after children have eaten, to help children to stay healthy. Children have satisfactory opportunities to learn about leading a healthy lifestyle through practical experiences. They eat a healthy snack of fresh fruit and toast each day and are able to help themselves to a drink of water whenever they want one. They run around and ride bicycles in the pre-school's outdoor play area, so that they learn the importance of regular fresh air and develop new physical skills. However, staff do not always provide adequate resources for children during outdoor play sessions and opportunities for children to develop new physical skills at indoor activities are missed. For example, staff prepare children's snack and provide children with pre-cut materials at sticking activities. This limits learning.

If the children become unwell or have an accident whilst they are in the care of the pre-school, up to date records are in place to make sure that good care is given. Staff receive regular training in first aid so that they can give appropriate care in the event of an emergency.

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

The provision is satisfactory.

Children move around safely under the supervision of the pre-school staff. High handles on the main entrance prevent children from leaving the premises without adult supervision. Staff are particularly vigilant when they escort children to and from the outdoor play area, to ensure that children's safety is not compromised by the older children who are using the school playground.

Children's welfare is safeguarded and promoted by staff who have a satisfactory understanding of child protection procedures, which are in line with those set out by the Local Safeguarding Children Board.

The daily risk assessment of the premises, which adults carry out before each session begins, addresses any potential hazard to children's safety. A wide range of written policies and appropriate procedures are in place, including regular fire drills, to help children know what to do in the case of an emergency evacuation of the premises. Children use resources that are appropriate for their age and stage of development, and these are checked regularly by the pre-school staff to ensure they are in good condition and are safe. This promotes children's ongoing safety and well-being.

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

The provision is satisfactory.

Children are happy at the pre-school and make satisfactory progress. They access a satisfactory range of equipment and resources that staff provide at activities each day, such as small world cars with the road construction toy, dough or oats play. They use a satisfactory range of construction materials and use tools, such as glue sticks, scissors and pastry cutters; children enjoy painting with brushes, making meaningful marks and exploring their creativity. Adults working with the under three's use the 'Birth to three matters' framework to plan activities for the younger children. However, they do not use the appropriate framework to assess children's progress; they do not use children's assessment records to plan the next steps. This affects progress.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children express their creativity in art and craft, creating 'splatter' paintings or making small world scenery with paper maché. They play together in groups and engage in conversations, listening to each other's ideas. For example, when playing with the dough they talk together about the 'chocolate cake' and 'cherry cake' that they have made. The clearly labelled toys and equipment enables children to learn that writing carries meaning and they recognise familiar words, such as their own name. Children listen well to stories and are keen to use the headphones to listen to story tapes. They use number names and mathematical language such as 'more' and 'enough'; they talk about the 'littles' snake and the 'big' lorry as they play with small world. Children enjoy using the computer and explore everyday technology such as the telephone, play camera and torches. They plant sunflower seeds and talk about the weather to learn about patterns and changes in the natural environment. They sing familiar songs and clap their hands or shake musical bells to follow a rhythm.

Planning for activities is linked to the stepping stones and the early learning goals; staff carry out daily observations of children and use these effectively to monitor children's progress. However, they do not use assessment records to identify children's skills and interests so that they can plan the next steps for individual children.

Although staff working with funded children are suitably qualified, they are not clear in their understanding of the Foundation Stage curriculum. They do not fully understand how activities contribute to children's progress towards the early learning goals. Many activities offer insufficient challenge or interest to children, such as snack time or story time, and this affects children's learning. Staff do not make effective use of the resources available or use everyday routines to extend children's learning beyond the planned learning intentions. For example, they do not always provide an interesting space for children to engage in role-play, so that they can develop their imagination and tell their own stories; they miss opportunities to develop early writing or numeracy skills in meaningful situations, such as writing their own name on their artwork or making 'bus tickets'. Staff are not consistent in asking challenging questions, to make children think, and they do not always encourage children to demonstrate what they know and can do. This limits progress.

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

The provision is satisfactory.

Children confidently greet key workers and each other upon arrival, leaving their parents with the minimum of support. Adults encourage children to work together co-operatively during group activities; children take turns to use the computer, with a timer to help them. Adults provide careful explanations, which young children can understand, to help children know what is expected of them and respect each other's needs. Children have satisfactory opportunities to learn about the world they live in and all members of society. They play with toys, look at books and take part in an adequate range of cultural and religious celebrations. Children's spiritual, moral, social and cultural development is fostered.

However, children of all ages lack encouragement from staff to help themselves to additional resources at planned activities or to pursue their own interests by accessing equipment and initiating their own activities. This limits children's ability to develop new physical skills and compromises their independence. In addition, the staff do not provide enough support or implement consistent strategies to help children with English as an additional language to communicate effectively by building on what they already know. As a result, they are not interested or actively engaged in activities. This affects learning.

The partnership with parents and carers is satisfactory. Parents receive good information about the Foundation Stage and pre-school activities on the notice boards, so that they can support their child's learning at home. Key workers share information informally with parents on a daily basis so that children's individual needs can be adequately met.

## **Organisation**

The organisation is satisfactory.

All areas of the pre-school environment provide plenty of space for children to move around safely and independently. The management committee implements effective recruitment procedures, which ensure that each member of staff is suitable to work with children. A satisfactory induction programme is in place to help new staff understand their role. All legally required documents, including a procedure to record complaints or concerns, which contributes to children's health, safety and well-being, are in place and regularly reviewed.

The leadership and management of nursery education is satisfactory. The staff have regular opportunities to meet as a team to discuss planning of activities. A key worker system is in place to enable regular observations of children to be carried out and to monitor their progress.

However, staff deployment is not effective in supporting children's individual learning needs, particularly those who speak English as an additional language; the manager does not have sufficient time to fulfil her role when because is working at activities with the children. Priority is not given to providing the necessary training to staff who work with funded children, so that they fully understand the Foundation Stage curriculum. They are not clear about how activities contribute to children's progress and opportunities to extend children's learning are missed. As a result, children are not consistently challenged and this affects learning.

Overall, children's needs are met.

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

At the last inspection the pre-school agreed to update policies and procedures, including the child protection procedure, to that they reflect the National Standards and reflect all current legislation; increase the opportunities for children to access the computer and resources independently; review staff and committee roles to ensure that staff are effectively deployed; ensure children have access to fresh drinking water.

The pre-school have improved policies and procedures so that staff and parents have clear information that reflects the National Standards and the child protection procedure is in line with Local Safeguarding Children Board procedures; staff are now deployed more effectively and information is available to ensure that the committee role is clearly defined. However, deployment of staff is not yet effective in supporting children with English as an additional language. This will be carried forward for further improvement as a recommendation following this inspection.

Children have free access to drinking water so that they are well hydrated and can think effectively, and resources, including the computer, are well organised and clearly labelled so that they are easily accessible by children. However, staff do not encourage children to access the resources or to initiate activities for themselves. This will be carried forward for further improvement following this inspection.

At the last inspection key issues were identified to improve the quality of early education. The pre-school agreed to consider the groupings of children so that they are appropriate for the age-group of the children; show ways that will be used to discuss health and body awareness with the children; improve assessments to show differentiation between three and four-year-olds and provide more opportunities for children to express their own ideas through a wider range of materials.

Since the last inspection children have been grouped in two rooms, according to their age-group; staff talk to children about washing their hands before snack and after using the toilet so that they learn to keep themselves healthy. Assessments of children's achievements are linked to the stepping stones so that staff know how children are progressing towards the early learning goals; children have opportunities to express their own ideas through painting, sand play, music and dough play.

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

Since the last inspection 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 maintains 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.

## **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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):

- encourage children to initiate their own activities and to independently access additional resources and materials at planned activities, both indoors and out, so that they can learn to make decisions, develop new physical skills and pursue their own interests (this also applies to nursery education)
- continue to improve the system for curriculum planning and assessing children's progress: use assessment records to identify where children's interests can be used to provide suitably challenging learning opportunities and build on existing skills; ensure that assessments link into the developmentally appropriate framework to effectively identify progress (this also applies to nursery education).

#### **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 communication, language and literacy, mathematics and creative development: encourage children to ask questions, talk about what they know and write for a purpose in meaningful contexts; use everyday routines to enable children to learn about numbers and calculations; improve the presentation of the role-play area to enable children to develop their imagination and tell their own stories
- improve the system for supporting children with English as an additional language and make sure that effective strategies, which help them to build on what they already know, are consistently applied so that they can become confident to communicate and are able to take part in the full range of activities provided (this also applies to care)
- improve staff's knowledge of the Foundation Stage curriculum and the stepping stones so that they fully understand how activities help children to make progress towards the early learning goals and can begin to use opportunities presented by daily routines and play situations to promote children's learning in all areas of the curriculum.

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