

# Burlington Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	314591
<b>Inspection date</b>	03 July 2007
<b>Inspector</b>	Elizabeth Patricia Edmond
<b>Setting Address</b>	Burlington Infants School, Pinfold Lane, Bridlington, East Riding of Yorkshire, YO16 7AF
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<b>Registered person</b>	Burlington 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?

Burlington Pre-School has been registered since 1983. Although situated in the grounds of Burlington Infant School in Bridlington, the pre-school is managed separately by a committee of parents and other interested community members. The group has the sole use of a self-contained portable unit and an adjacent outdoor area.

The group opens Monday to Friday from 09.00 to 11.30 and from 12.45 to 15.15, term time only. Children can attend for a variety of sessions. The group is registered with the local authority to provide funded nursery education. Of the 50 children currently on the register, 47 are in receipt of such funding. The group supports a small number of children with disabilities and learning difficulties.

There are presently seven core staff, both full and part time, who work with the children. The majority of staff have relevant qualifications and experience. The pre-school is a member of the Pre-school Learning Alliance and receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The children are cared for in warm, clean premises where they become very confident in the sensible hygiene measures. They explain clearly about how they need to wash their hands before snack and how to use the soap and the paper towels.

There is a good sized nursery garden which the children use in groups for physical play throughout the year. In poor weather, or when time is limited, the staff make sure that all the children get at least 10 minutes to develop their physical skills and strength to a good level on the climbing equipment or the slide. The children steer the bikes and cars with increasing skill and awareness of the space around them.

The children enjoy their very healthy snacks and they know that their milk is good for them. They respond eagerly to name peppers, plums and strawberries when asked for ideas for a 'red snack' day. They chat happily with their friends as they have their snacks. The children have free access to a water cooler throughout the session.

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

The provision is good.

The children can play freely and safely because they can choose from activities and resources, set out by adults, which are in good, safe condition. Although staff manage the lack of storage by setting out different equipment each day, it does limit choices for the children to a degree. Similarly, whilst the age of the building means that a rolling programme of renovation is necessary, the staff's vigilance in reporting damage and the parents' willingness to help with repairs promote a high level of safety for the children. The staff's professional approach to monitoring, recording and managing risk is a key factor to the children's safety. The group have sole use of the premises which means the children are welcomed into a very child-friendly environment with their artwork, posters and gardening experiments decorating the indoor and outdoor areas. In addition to the good range of commercial play equipment, the staff demonstrate a good understanding of how children's interest is captured by natural and household items for their play and learning. For example, they make a point of keeping large boxes and pieces of material for large-scale building activities.

The children learn how to keep themselves safe. They raise their hands to remind others that they have to look for cars and stay close to staff as they cross the car park to visit school. They learn about how to leave the building in an emergency because they practice the emergency evacuation procedures regularly. The children's good behaviour also promotes their safety because they learn to listen carefully to the adults and follow their guidance. The staff continue to update their child protection training regularly and all necessary local and national guidance is filed carefully should advice be needed. Their experience in this area of work also benefits the children's safety. The children are protected and their well-being safeguarded.

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

The provision is good.

The children arrive very happily at the pre-school and they enjoy their time there greatly. They develop warm, trusting relationships with the staff and their peers. They greet their friends

and the staff warmly as they arrive and cheerfully name them as they wave goodbye. Although the main focus at the setting is nursery education for the three- and four-year-olds, the very few slightly younger children are effectively integrated and included in all the activities. The quality of their play, and therefore their learning and development, is enhanced as they copy their older peers at the role play area and are helped by the older ones, for example, to complete jigsaws.

### Nursery education

The quality of teaching and learning is good. The qualified staff team are coordinated in their approach to curriculum planning and the assessment of children. Their ongoing review of these systems is of continuing benefit to the children's individual learning needs. The staff are vigilant in their interactions with the children; they consistently and confidently use informal conversational questioning techniques to challenge the children. For example, they regularly ask the children to think how many more there will be, whose turn it is next or what will happen if they blow into the water. Whilst this level of interaction is very good and establishes the children's level of understanding, there are times, as the children become older, when this becomes very slightly overly directive, thus limiting the children's independent learning skills. The premises are used well to promote the children's learning, however, the lack of storage and the timetabled use of the outdoors limits children's choices in their learning to a degree.

The children become very confident motivated learners. Their very good behaviour is an asset in their learning in all areas because they sit and listen in group situations yet are confident to engage individually at the activities, such as at the computer or in the sand. They take turns easily at board games such as snakes and ladders or dominoes when supported by an adult; they also manage very well when the adult is temporarily elsewhere.

The children learn to count very well and solve simple problems. They easily recognise familiar numbers and what the next number will be as they help to complete the daily calendar or play snakes and ladders. They begin to think about subtraction as they join in with their favourite number song. The children speak with increasing clarity and knowledge. Children who voluntarily use the book corner handle the books well, turning the pages correctly. The children easily recognise familiar letters of the alphabet and more able children can name their friends' initials as well as their own. The children develop their writing skills to a good level, using these skills, for example, to make appointments in the hairdresser's shop and sometimes to label their work.

Children investigate how to make bubbles in the water when an adult leads an experiment in this and they use different tools, such as a whisk or a fork, to make the bubbles when asked to think about this. The children use construction kits very well to create small vehicles to include in their game. There is a good range of tools which children learn to manipulate very well.

The children use the computer increasingly confidently. They skilfully negotiate between screens and search for hidden items. This interest also supports their learning in other areas, for example by counting how many prizes they have collected or by reading the written prompt. The children engage in various gardening activities which encourages their understanding of the world around them. For example, they plant seeds saved from their snack to see which will grow the quickest and they enjoy sampling the peas and strawberries that they have grown in the garden.

The children learn various art and craft techniques at the creative activities which are prepared and presented by staff. Again, the lack of storage and therefore the accessibility of resources

limits their creativity slightly. The children enjoy role play and engage confidently in this. They enjoy doing each other's hair at the hairdresser's shop, with more able children initiating a higher level of story line as they play. The children sing a broad range of interesting songs from memory; they laugh as they sing the funny words, capably and confidently adding the actions.

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

The provision is good.

The staff get to know the children very well through ongoing dialogue with parents and through observation of the children as they play. In this way children with learning difficulties or disabilities are also sensitively supported and included in the learning opportunities. There is a high level of mutual respect on all levels. The clear focus on this aspect of the children's care and development promotes positive outcomes for the children in all other areas. Because they are respected as individuals, and because the adults foster the children's self-esteem, the children are relaxed, confident and behave very well. They happily help to tidy up and they beam with pride when they are praised for their contributions to whole-group discussions. The close links with the on-site school further promotes the settled, stable environment for the children and they talk confidently about their new teachers and their various visits to her classroom. Children's spiritual, moral, social and cultural development is fostered. There are some resources showing positive images of cultural diversity. However, due to the storage difficulties, the children do not have regular access to them.

Partnership with parents and carers is good and relationships are very positive. There is a very good amount of information for parents about how the pre-school operates and there have been information evenings in the past about how children learn through the play-based curriculum provided. Policy statements are clear and made available to parents, although the complaints policy does not fully reflect the group's responsibilities in accordance with the National Standards. Parents are invited to share information about their child as they start at the pre-school. Staff and parents discuss daily events and development issues as they occur. The regular parents' evenings and written reports formalise this information before the children move on to school. Parents are very pleased with the standards of care and education and the information they receive. They mention the links with the on-site school as a great benefit to their children.

### **Organisation**

The organisation is good.

Leadership and management of the provision is good. The staff are very conscientious and they work very well as a team. Key staff have a positive approach to progression. The regular staff meetings are used effectively to evaluate the provision and the children's learning, and clear action plans are established to remedy difficulties and identify training needs. This way, temporary gaps in the training programme are highlighted and a proactive approach taken to booking relevant training. Similarly, the staff work well with the local authority in addressing the National Standards and they welcome the inspection process as a positive part of their ongoing development. The staff are currently well supported by the committee, however, the recent unexpected changes at committee level created a degree of difficulty in some respects. It has meant that Ofsted have not been effectively notified of committee changes.

The high staffing ratio supports the children's care and learning well; this facilitates a high level of interaction throughout the session. This is particularly useful for the younger children

at the beginning of the term because they are able to develop trusting relationships with their key worker. The children are confident in the well-organised daily routines for snack and outdoor play. The children happily help to tidy up ready for story and some children willingly leave their jigsaws when it is their turn to play outside. However, there are times when these routines interrupt the children's play, their concentration and therefore their learning.

Records about the children's care and learning are clear, comprehensive and used effectively to monitor and address the children's needs. Staff are vigilant in their recording keeping throughout the session, both in relation to care issues such as any accidents, and in relation to the children's learning and development. The staff regularly record significant development milestones or important learning situations which are needed to update formal records. Overall, the provision meets the needs of the range of the children for whom it provides.

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

#### **Care**

At the last inspection a recommendation was raised in relation to the staff's knowledge and understanding of child protection issues. Since the last inspection most staff have attended additional child protection training which further promotes the children's safety and well-being.

#### **Nursery education**

At the last inspection of the funded nursery education there were no key issues identified but the was asked to give consideration to further improving the children's mark making and writing skills. The group added this recommendation to their own action plan and the children now confidently use their developing writing skills to make appointments in the hairdresser's shop and sometimes to label their work.

### **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 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- revise the complaints procedure in line with the National Standards
- notify Ofsted of all new committee members using the appropriate DC2 forms

### **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):

- revise routines for accessing the garden to further limit interruptions to the children's concentration and therefore their learning
- establish ways of making the equipment more easily accessible to the children to offer increased choices for the children in their learning.

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](http://www.ofsted.gov.uk)