

# Burpham Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	119959
<b>Inspection date</b>	15 October 2007
<b>Inspector</b>	Joanna Scott
<b>Setting Address</b>	Church of Holy Spirit, New Inn Lane, Burpham, Guildford, Surrey, GU4 7HN
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<b>Registered person</b>	Burpham 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?

Burpham Pre-School is managed by a parent committee. It opened in 1967, and operates from the Church of Holy Spirit. The group have use of the main hall, two side rooms, a kitchen, and toilet facilities. At times the group do not have sole use of the premises. A maximum of 30 children may attend at any one time. The setting is open on Monday, Tuesday, Wednesday and Friday mornings, during term time only from 09:15 to 12:15. The children share access to a fully enclosed area for outdoor play.

There are currently 36 children aged from two and a half to under five years on roll. Of these, 20 children receive funding for early education. Children mainly come from the local area. The setting supports a number of children who speak English as an additional language, and systems are in place to support children with learning difficulties and/or disabilities.

The setting employs six members of staff. Of these, five hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The children's good health is promoted. They play in a clean and well maintained environment. They learn through routine and discussion that keeping their hands clean helps protect them from sickness, and they are visually reminded to do so by signs and hand prints by the basins. Children have the opportunity to use the sinks, basins of water and hand wipes throughout the session. Staff implement good practice to keep the environment hygienic, such as using antibacterial spray on tables. Signs are used to warn parents of any child's infectious illness, such as chickenpox, which enables them to be vigilant and look for early signs that their own child is unwell. Along with a sick child policy, this helps prevent the spread of illness. Most staff hold a current first aid certificate, and children receive appropriate treatment and care if they are injured. There are systems in place to record any accidents, and parental permission for administration of medication.

The children become aware of healthy eating. The staff and parents work in partnership to ensure that children bring fruit and vegetables in for snack time. Staff ensure that any food or drink provided by them takes into account children's dietary requirements. The children are enthusiastic to see what they have in their boxes each day, and they talk about the wide variety they bring in. This is a very sociable time. Children sit together and talk about what they have been busy doing, or share books. They eat well. Links to healthy eating are promoted through planned activities and play opportunities, for instance making the role play area into a fruit stand, or a café, and enjoying tasting foods from around the world. Having regular opportunities to take part in cooking activities such as making bread are fun, and reinforce children's learning. Drinks are not always visible to children, but they do have the opportunity to ask for them throughout the session.

The children's physical development is promoted well. They have daily opportunities to be active, either outside in the play area at the front of the building, or inside the hall. Staff rotate outdoor play equipment, which helps maintain the children's interest. Children enjoy throwing and kicking balls, and balancing on low level apparatus, which develops their balance and co-ordination. Children sometimes use the playing fields at the back of the hall, for example for sports day. Linked with topic work, this helps children be aware of the health benefits of regular exercise.

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

The provision is good.

The children play in a warm and welcoming environment. The staff display artwork for the children to enjoy, linked to current themes. They prepare the areas used by the children, and make sure they are safe before the children arrive. For example, they set out the furniture and resources, and stock the toilets. They store the equipment with care, and this enables them to quickly get resources identified in planning, and also those which extend the more impromptu play opportunities that arise. All equipment is maintained in good condition, and checked regularly to ensure it remains suitable for use. The good deployment of staff between the main hall and side rooms ensures that children are well supervised. In the outdoor play area staff are sited by the gates to ensure that any access in or out is authorised.

Arrival and departure at the setting is managed well. The children are greeted by a member of staff at the front door, their parents mark them in on the attendance sheet, and the children select their name cards to self register in the main hall. The children are familiar and comfortable with their routine. They come in happily and select which staffed activity they would like to join in with. At home time children are handed to authorised collectors. The setting does not always have sole use of the building. At times when other users are present staff are vigilant, and ensure that children are supervised when using the toilets. This keeps the setting secure, and the children protected from un-vetted adults.

The children are starting to learn how to keep themselves safe. They understand the group rules, for instance that they do not go onto the stage. They practise evacuation so that know how to follow instruction and leave the building safely and quickly, and they have visitors from the community who reinforce topic work such as the Road Safety Officer, and St John's Ambulance. This raises children's awareness of how to keep safe in and out of the setting.

Staff demonstrate a good understanding of child protection issues, and have procedures to follow should they have a concern about a child. Parents are asked to record any existing injury their child has, and this book is accessible in the reception area. This helps to safeguard children.

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

The provision is good.

Children separate from their parents and carers happily, with additional support from staff when necessary. They confidently find their name to self register. They are keen to look for an activity they want to join in with, and greet the staff and their peers happily. The group operate a regular routine, so that children understand what is coming next and this helps them gain a sense of time.

The children enjoy a very wide range of activities and play opportunities, which helps them develop positive attitudes towards learning. Sessions are planned, but high regard is given to allowing children to lead their own play. For example children using large cardboard boxes for free play are provided with additional resources which are used to act out "Goldilocks and the Three Bears", and "Billy Goat Gruff", as well as making them into tables for a café.

The children and staff enjoy very warm relationships. Staff know the children well, and are skilled at encouraging children to take part and try new things. Staff use the Birth to three matters framework in their planning, recording and assessment of children's development. Younger children are supported and additional care and encouragement is given, for example asking them if they need to use the toilet, helping them to sit for longer periods at activities and at group time, and encouraging them to share and take account of each other. However, staff do not always maximise children's opportunities to develop independence, for instance pouring their own drinks, or putting on their own painting or cooking aprons.

### **NURSERY EDUCATION**

The quality of teaching and learning is good. The manager works closely with her staff team to plan a very wide range of play opportunities. Many are exciting and innovative. Children have hands on experiences and learn new concepts taking part in lively practical experiments during science week. Planning records relate closely to the stepping stones and areas of learning. Observations are used to record the children's progress, and to identify children's next steps.

Children communicate clearly. They have lots of opportunities to practise their conversational skills. They are given the chance to predict, and verbalise their thoughts, for instance when considering if ice will melt more quickly in or out of water. Children are gaining confidence and knowledge about sounds and letters. They use the jolly phonic system, which builds early reading skills. They recognise their own names. Children enjoy looking at books. They have opportunities to practise their pencil control at planned activities and during free play, for instance staff provide an office role play area. Staff use labelling and large boards for displaying words and letters, and challenge children to identify those known to them and call out words starting with the same sound. Activities such as making a shopping list then going to buy the items in the role play area help children to understand that words carry meaning.

Staff and children talk about numbers as they play. They take turns to count the line of children before going outside to play, and again as they come in. They are familiar with shapes and colours. Staff reinforce this through planned activities, for instance making shapes in the outside area and asking children to find the triangle or circle. Children sing familiar songs, counting up and down confidently. Staff provide props such as numbered bottles from the number line, and glove puppets which extends children's learning and enjoyment. Children experience matching, sizing, and opposites in games. They have areas inside to play actively and to be more restful, in a stimulating environment rich with colourful displays and labelling, although this is less evident in the outside area.

Children learn about their community. They collect items for Harvest Festival, and enjoy visitors to the setting such as the vicar, and a local wildlife hospital. They take part in projects to find out about the wider world, for example creating a book about their lives to send to pre-school groups in other countries across the world, and wait to receive them back.

Children show interest in how things work. They operate remote controlled vehicles and robots with confidence, and like to see photographs of themselves on the digital camera or displayed on the computer. They learn about the natural world during themes about nature, and have many opportunities to explore and investigate. Each theme is reinforced through the interest table, where children are encouraged to bring things in from home. Children have many opportunities to be creative as they take part in lots of art and craft activities, and very good use is made of role play to promote children's imagination.

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

The provision is good.

The partnership with parents is good. Staff and parents liaise closely to share information about the children's care and development, which enables staff to meet their individual needs. Written information is provided about the setting and its operation, and parents know how to raise a concern or make a complaint although the written policy lacks some clarity. Lots of information is supplied in the reception area about the current themes, so that parents can talk to the children about the letter of the week, and bring things in from home for the interest table. This is beneficial to reinforcing their learning, and extends children's enjoyment. Parents and key workers are able to review children's development records together, and identify next steps or targets. Children with additional needs are welcomed and supported by the staff. Systems are in place to support children with disabilities and/or learning difficulties.

The children behave very well. Staff work consistently, and children understand how they are expected to behave, and learn to share and take turns. Staff talk clearly to the children, and help them to learn to take control of their own actions. They ensure children have plenty of

choice of activities to keep them interested and fully occupied, and recognise the times when some children might need additional encouragement and support. For example giving a child a specific role at tidy up time so that they are focused on helping. The children receive lots of praise as they play, and staff help them to feel good about themselves and their achievements. Children are involved in developing group rules, which helps them take responsibility and ownership of their behaviour. Children's social, moral, spiritual and cultural development is fostered.

The children have very good opportunities to learn about the wider world. Staff plan topic work which is fun, colourful and interesting to children. For instance a planned project on the world, where children look at different countries and cultures, and enjoy cooking and role play linked to this. Maps, globes and flags are used to help children learn. The setting is well resourced, and this helps bring the world to life for children who may never have experienced travel so far a field.

## **Organisation**

The organisation is good.

The staff, resources and time are effectively managed. The team work extremely well together as they set the group up each morning before the children's arrival. Staff are clear about their roles and responsibilities, and because they take an active role in planning they understand fully what they are aiming to achieve each session. The team assess the activities, and adapt them on an ongoing basis to ensure that children enjoy a rich and stimulating experience. Children have opportunities to initiate their play. Recruitment procedures are in place to ensure that all staff are appropriately checked and cleared to work with children, and training is accessible to staff to develop their skills and knowledge in early years practice. Ratios are maintained at all times, which ensures children are supported. All regulatory records and permissions are in place, and policies and procedures generally reflect practice although not all are clearly written. The setting meets the needs of the range of children for whom it provides.

Leadership and management of the setting is good. The manager and her deputy have clear links with the management committee. The sessions run smoothly. The staff team communicate very well with each other, sharing information related to the operation of the setting, and the care of the children as they work. Comprehensive long, medium and short term planning of the Foundation Stage and the Birth to three matters framework is in place which illustrates the very good range of opportunities and experiences children enjoy.

## **Improvements since the last inspection**

At the previous care inspection the group were asked to ensure that all furniture was maintained in good repair. As a result any damaged chairs have been disposed of. Staff risk assess all furniture, including any new items. This ensures that children use equipment which is safe and suitable. In addition they were asked to involve the children in snack time. The snack time routine has been adapted, and children bring in their own snack boxes. They sit together, and staff encourage children to chat and enjoy this social time with their friends. Finally they were asked to ensure that hand washing procedures were consistently applied. Children have a range of systems in place to ensure they clean their hands at key times, including using the sinks, basins, and hand wipes. Younger children are supervised and supported at toileting and hand washing times, and all children are visually and at times verbally reminded to wash their hands. This is beneficial to their good health.

At the previous nursery education inspection the setting was asked to provide informal opportunities to improve children's mathematical ideas and problem solving. Each day staff and children count how many people are present, sing songs and recite rhymes about numbers, use number lines and props to help them learn. Staff extend their awareness for example by adding numbers to large cardboard boxes to throw corresponding bean bags into, which they had previously used for free play. This helps challenge children, and reinforces learning. Secondly they were asked to have targets for children for each area of learning, to effectively challenge children. The group initially developed target sheets which covered all areas, but this has evolved into being included into children's Surrey Profiles, and is specific to each individual child. Finally they were asked to further develop their staff appraisal system. This has been implemented, and again has been evolving and is currently being reviewed by the committee. It is used to review staff performance, and identify and encourage continuous professional development.

### **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**

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):

- provide further opportunities for children to develop independence, such as encouraging them to recognise their own needs and pour their own drinks, and put on their own aprons
- clarify further the complaints policy to ensure accuracy, in line with current practice

#### **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):

- develop the outside area further, to enhance and reinforce the children's learning by providing labelling, and opportunities for more restful and sensory experiences

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)