

# Burnham Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	402278
<b>Inspection date</b>	10 December 2007
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<b>Setting Address</b>	Carnival Hall, Arcadia Road, Burnham-on-crouch, Essex, CM0 8BS
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<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Burnham Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Burnham Pre-school is managed by the trustees of Burnham Pre-School. It opened in 1965 and operates from the three halls within the Carnival Hall of Burnham-on-Crouch. A maximum of 52 children may attend the pre-school at any one time. The group is open Mondays and Fridays from 09.00 to 13.30 and Tuesdays, Wednesdays and Thursdays from 09.00 to 12.00 during school term times. All children share access to an enclosed outdoor play area.

There are currently 65 children aged from two to under five years on roll. Of these, 31 children receive funding for early education. The pre-school serves the local community and surrounding areas.

The pre-school employs 10 staff. Of these, six hold appropriate early years qualifications and two are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Staff take a number of effective steps to ensure children are kept healthy in the setting, including providing them with a clean environment and following good hygiene procedures to ensure that the spread of germs are minimised between children. For example, children are reminded to wash their hands regularly and to shield their mouths when they cough or sneeze. Children are also learning some additional ways to keep themselves healthy such as taking good care of their teeth and talk about maintaining healthy bodies.

Staff have an effective hygiene policy which is specific to their setting and use information such as guidance on infection control in schools and nurseries to keep informed. There is a list of staff who are first aid trained and some staff have had specific allergy training to ensure they can respond to first aid emergencies efficiently. The first aid box is kept up to date and staff seek information about children's health. As a result, children are cared for properly if they are ill or have an accident.

One member of staff has a basic food hygiene certificate and there are clearly written food preparation procedures which include staff wearing disposable gloves and using separate chopping boards when preparing foods. This helps minimise the risk of food related illnesses.

A menu is displayed for parents which shows the wide variety of foods to be offered to children. This includes mostly very healthy options such as fresh fruits and vegetables, dips and different types of bread. On one day a week there is an international influence on the food offered so children constantly try new tastes and textures. Some children have a food diary to show how well they are eating and to help monitor their appetite and these are shared with parents to help keep them informed. Some children bring a lunch box for the extended session on Mondays and Fridays and staff talk to parents about what sort of food to provide to help keep children well nourished. During lunch and snack time staff discuss different foods with children to help them learn about healthy eating for themselves. Although water and cups are provided in each play room, children cannot access these themselves as they are largely kept out of their immediate sight and reach. As a result, children may not be reminded to drink regularly or when they are thirsty.

Staff provide a range of well-planned activities to help children to develop their physical skills. They use the small enclosed outdoor area whenever possible and children are used to playing outside in most weathers, recognising when they need their coats to keep warm. The outdoor area allows children to take part in further physical activities such as practising their throwing and catching skills with staff and they are able to follow instructions to move their bodies in particular ways. In addition, using robust equipment indoors helps children develop their large muscle skills as they swing each other around or collaborate their movements in making a seesaw move.

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

The provision is good.

The premises are used very well for children and organised to a good standard. Staff decorate the hall with bright posters and displays everyday which are interesting to children. The equipment is used imaginatively, for example in the large open role play area where staff gather

many related toys and resources to create an imaginary situation. Consequently, children play and learn in an inspiring environment.

Staff take steps to ensure the premises are safe, following a clear policy on how the setting is used and carrying out good risk assessments at the beginning of each session to minimise any risks to children. In addition, staff are all responsible for their own 'zones' which helps them identify any further hazards. There is a fully enclosed garden with a safety surface, enabling children to benefit from fresh air in a safe area. The setting has comprehensive safety policies and has clear procedures for keeping children secure in the setting including when they arrive and depart. Children learn ways in which they can help keep themselves safe, for example through role play using road safety resources.

The setting has a well-written safeguarding children policy which refers to the Local Safeguarding Children Board and is consistent with their policy. Some staff have attended safeguarding children training and this has been cascaded down to all the staff who know their responsibilities and the procedures to follow. There are additional procedures in place such as use of the visitors' book, security systems and ensuring all staff are vetted appropriately, as a result children are safeguarded in the setting.

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

The provision is good.

Children aged two to three years are cared for in their own well-organised room offering them interesting and suitable toys and activities to help them become competent learners. For example, there are simple puzzles to help them develop their hand-eye co-ordination and exciting textures such as bark chippings to rummage through to find small toys. The setting seeks written information from parents to help staff get to know the children when they are settling-in so that staff can meet the needs of individual children effectively.

Staff plan skilfully using the 'Birth to three matters' framework to help children in their development and children are happy and settled, demonstrating their feelings of belonging in the group. Children are encouraged to make choices for themselves, for example choosing the books for staff to read, which helps the children to sustain interest and interact during group time. Staff encourage children to sing familiar songs and rhymes and children show enjoyment and anticipation, joining in the actions. The small group in this room enables all children to be seen and heard so every child is valued and included in all parts of the session.

As children become three years old staff begin to use the very early stepping stones to begin to move them towards the early learning goals. Their progress records which are supported by worthwhile observations go forward with them when they move on up to the next room so that staff have a good understanding of what children can already do.

### **Nursery Education.**

The quality of teaching and learning is good. Staff demonstrate a very good understanding of the Foundation Stage and an organised approach to teaching children. They take ownership of an area of learning and use clipboards to keep all their planning and notes together so they know what they are doing and can make relevant notes and observations as they go along. Planning is very organised on large scale paper to encompass all the necessary details clearly and staff often refer back to the Curriculum guidance. The plans detail key learning intentions,

explain how staff are to deliver the activities and as a result, the children get the very best out of the activity and learn effectively.

Staff plan exciting activities which can encompass many areas of learning, for example a large open hospital role play area is presented to the children with a member of staff involved. The children talk about the x-rays they see, take notes in the hospital reception and talk about healthy bodies. Staff support the children's play and encourage their language and mathematical development through the role play so children are learning many skills.

Staff cleverly use these everyday play situations to gather relevant observations on children which are added to their progress folders. The observations are used in conjunction with the stepping stones which are rigorously followed to monitor children's progress. In addition, the observations are used to plan further activities to help the children to progress towards the early learning goals.

Children are motivated, approach new situations confidently and the atmosphere is calm but busy. Children are developing close friendships with one another and with adults. Although staff are moving children on in most areas of their development the very able children are given fewer opportunities to take on real and appropriate responsibilities for themselves and others, for example, they do not have regular opportunities to be helpers in the session. In addition, staff take over the 'show and tell' so more able children do not always have the chance to stand up and speak to the group about what they have brought in. Consequently, children's natural enthusiasm for taking initiatives and managing developmentally-appropriate tasks themselves may be suppressed.

Staff provide children with frequent and purposeful opportunities for mark-making, for example writing their names on their work and writing 'prescriptions' and appointments in the hospital role play area so they begin to see the importance of writing. Staff seize opportunities to help children link sounds and letters and some children know the initial letter and sound of their name. Children enjoy looking at books and handle them properly, they chat to each other, make their needs known and use language for thinking in their imaginary play. In this way they practise and develop their skills to become confident in communication.

Staff provide opportunities for children to make sense of the world around them and use mathematical concepts. They sort out recycling materials in their pretend recycling area, use shapes to make pictures of things in their environment and use mathematical concepts as they role play in the shopping area. Children learn number songs and rhymes to gain an understanding of simple mathematical concepts and they use different types of construction sets and junk materials to design and make things. There are frequent opportunities for children to investigate technological toys and use a computer to find out how technology fits into our everyday lives as well as learning about our natural world.

There are many opportunities during the session for children to develop their finer physical skills, for example using tools to effect changes to materials and using malleable materials. Children's creative development is also fostered through these activities and in addition, children enjoy using different techniques and materials to express their own creativity through paint and collage. Staff provide children with some complicated puzzles and they use computer programmes competently to draw pictures on the screen using the mouse and these type of activities help children to develop good hand-eye co-ordination.

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

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. Staff talk to children about being friendly and kind towards each other in relation to those people around them and also in relation to helping others through charities such as 'Children in Need'. The play environment and resources show people with disabilities so children can learn that different people have different needs and staff plan some activities to help the children experience some of the difficulties people face. For example, using a blindfold and a stick to find out how difficult it is not to be able to see.

Staff encourage spontaneous conversations with children so they can talk about their homes and families and compare some of their own traditions, for example what they will leave out for Father Christmas to eat on Christmas Eve. In addition, children learn to appreciate aspects of different festivals to gain a greater understanding of diversity and value other people's beliefs.

Staff in the setting understand that some children may have special needs and the co-ordinator for children with learning difficulties and/or disabilities is knowledgeable about the subject and has built up a comprehensive file with information to help staff address children's individual needs effectively. Children who need extra help have individual learning plans which are available during the session for reference to help them progress to the best of their ability. Some staff have attended inclusion training to help them understand ways in which they can make all children welcome and work with parents and other professionals to help them achieve.

Staff have high expectations of children's behaviour and as a result, children know what is expected of them and talk confidently about the rules when playing inside and out. They remind one another that it is kind to share and take turns and staff are very skilled in managing difficult behaviour through distraction and gentle discussion, facilitating a calm atmosphere in the setting. Frequent praise and reinforcement helps to develop children's individual confidence and self-esteem and as a result, children's behaviour is very good.

The partnership with parents and carers is good. Parents of children receiving nursery education are provided with good quality information about the Foundation Stage and how the setting helps funded children to make progress towards the early learning goals. The planning is displayed and there is additional information about what staff have planned for the week, for example the letter and sound of the week, what the children will be making and what the role play area will represent. This information helps parents to be more aware of what their children will do and helps them interact with their children about their time in the setting.

Parents are encouraged to share what they know about their children during regular exchanges of information and through formal meetings with their child's key worker three times per year. This gives parents the opportunity to share records of children's learning and keep well informed about their child's achievements and progress. In addition, parents are encouraged to be involved with their child's learning by supplying them with activity sheets to continue some play and learning activities at home. This enables children to make links between their home and the setting and share learning with their parents.

The setting provides parents with a comprehensive prospectus which includes all the policies and procedures so they understand how their children will be cared for. This includes a clearly written complaints procedure which is consistent with the National Standards. There is a

photograph board, to help parents to familiarise themselves with staff and relevant information is displayed on the notice board enabling parents to keep informed. Staff work closely with parents on particular difficulties children may have in their settling-in or behaviour keeping them regularly informed through informal and formal channels of communication. These effective measures help children to settle well and form relationships with staff because their care is consistent with the wishes of the parents.

## **Organisation**

The organisation is good.

Leadership and management is good. Children's care and learning is enhanced by the effective deployment of staff. The setting is very well organised and a secure management system ensures all staff have very clear roles and responsibilities. The management recognises the strengths within the group and continually monitors and evaluate all aspects of the nursery education and how children learn. This identifies how and where improvements can be made. There are systems to monitor how often staff carry out observations and staff take personal responsibilities for different learning outcomes each week to ensure children are receiving good quality learning opportunities to help them progress. The leadership and management team together with staff work extremely well and are committed to improving care and education for all the children.

There are robust and rigorous systems to recruit and appoint new staff to ensure children are safe and well protected and regular appraisals are carried out to ensure staff continue to be suitable and committed to their work. Staff are interested and motivated by training and keep up to date with current and new childcare initiatives on a regular basis which helps them deliver a quality service to children.

The operational plan is comprehensive and reflects practice, records, policies and procedures are kept up to date and in line with the National Standards. The effective use of time, space and resources enable the setting to operate to a high standard and this promotes good outcomes for children ensuring their safety and well being. Overall, children's needs are met.

## **Improvements since the last inspection**

At the last inspection the setting was asked to include the times of arrival and departure of children in the register.

Staff now clearly record children's times of arrival and departure in the register to help keep children safe.

At the last nursery education visit the setting was asked to review the planning to include activities which help to increase children's knowledge and understanding of information and communication technology.

Staff plan well for the use of information and communication technology which helps children increase their knowledge and understanding of its uses. For example they frequently use telephones in their role play and often use the computer.

## **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):

- ensure fresh drinking water is made readily available to 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):

- provide the more able children with opportunities to take initiatives and manage developmentally-appropriate tasks.

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)