

# Burn Bridge Pre School

Inspection report for early years provision

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**Unique reference number**

EY296333

**Inspection date**

09/12/2008

**Inspector**

Cynthia Walker

**Setting address**

Pannal Methodist Church, Spring Lane, Pannal, Harrogate,  
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**Type of setting**

Childcare on non-domestic premises

## **Introduction**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Burn Bridge Pre-School was registered in 1983 and is managed by a voluntary committee. The group is based in a rural church hall in the village of Pannal near Harrogate. Children have access to a large hall, classroom and kitchen which are on the ground floor. There is access to a secure outdoor play area to the front of the property. The group is open on Monday, Tuesday, Thursday and Friday from 09.30 until 12.15, and on Wednesday from 09.30 until 13.00 when it offers a lunch club. It opens during school term-time.

The pre-school is registered to provide care for up to 22 children from two years to five years on the Early Years Register. There are currently 25 children on roll. The pre-school is registered to provide funded nursery education for those children of eligible age. Children are drawn from the local area and wider community and attend for a variety of sessions. There are six members of staff who work in the group and over half the staff have appropriate qualifications.

## Overall effectiveness of the early years provision

The pre-school is committed to helping children progress in their learning and development and promotes their welfare. Children enjoy their time in the pre-school and make good progress. Staff work well with parents and carers to ensure that the needs of all the children are met by valuing each child as a unique individual. A comprehensive self-evaluation of the setting ensures that the plans for the future are well targeted in the moving forward plan. An efficient response to recent feedback has resulted in a more effective communication system between the management structure and staff which impacts on the outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide opportunities for parents and carers to contribute and give their views on their children's observational records
- include the children's next steps for learning within their observational records and use this information to directly inform the future planned programme of activities.

To fully meet the specific requirements of the EYFS, the registered person must:

- implement a risk assessment for each type of outing which includes an assessment of required adult:child ratios and must be reviewed before embarking on each specific outing.(Safeguarding and Welfare)

22/12/2008

## **The leadership and management of the early years provision**

The manager and staff work as an effective staff team with the active support of the management committee to provide good quality care and education for children. Documentation which is required for the safe and efficient management of the setting is very well organised and reflected in most areas of practice to promote all aspects of children's needs. Appropriate risk assessments ensure suitable actions are taken to manage and eliminate risks to children on the premises; however, although staff are aware of the hazards to children whilst on outings, a risk assessment is not in place. There is an effective recruitment and vetting procedure which maintains the suitability of staff and promotes the children's safety. Annual appraisals ensure that future training needs are highlighted and the group is committed to the professional development of the staff team.

The pre-school has demonstrated a commitment to monitoring the effectiveness of the setting by completing a well presented self-evaluation document which takes into account the views of staff and parents and carers. Discussions at staff meetings are used to identify aspects of the provision which could be improved or developed. Annual questionnaires provide opportunities for parents and carers to reflect on the quality of the setting. It is effective in identifying the strengths and weaknesses of the setting and highlights actions needed to ensure any issues to ensure quality care and education is provided which is reflected in the moving forward plan. The policies and procedures are effective and inclusive for all children who attend and positively promote their welfare and learning needs. Staff have a good understanding of the child protection and procedures for safeguarding children are robust.

Parents and carers receive comprehensive information about the pre-school and some are actively involved in the management of the setting. Regular newsletters ensure that information is regularly updated and the daily whiteboard gives information about the activities on offer that session. Information about their children's progress is shared through the key worker system and bi-annual interviews with parents and carers. However, the children's observational records do not reflect the parents' and carers' views and there are limited opportunities for them to contribute formally to these records. There are some opportunities for parents and carers to support their children's learning which includes helping on the duty rota at the setting and the pre-school have a strong belief in developing the links between the setting and home. Systems are in place to liaise with other providers delivering the learning programme to children to support their continuity of learning.

## **The quality and standards of the early years provision**

The staff team have a sound knowledge of the learning and development requirements and are confident in helping children to learn appropriately, both in and outdoors. A new method of planning and observing is still being refined.

Regular observations are being completed which include both spontaneous and planned observations and, although key workers have a good understanding of children's individual learning needs, they are not formally identified and included in the planned programme of activities. During discussion staff explain that the children's next steps for learning are discussed at staff meetings and they demonstrate a sensitive understanding of how they enable individual children to have greater independence in their learning. Planning is flexible and reflects children's interests, for example, after a delivery which included a large cardboard box, the children, with staff support, transformed it into a car. The provision of a balance of adult-led and child-led activities enables children to have an enjoyable and challenging experience across all areas of learning. The competent organisation of the rooms and the efficient deployment of staff effectively support learning.

All staff challenge and extend children's learning, for example, as they encourage children to match coloured teddies correctly or reinforce the understanding of measure whilst using the weighing scales. Staff positively praise children for their achievements as they recognise their names and successfully write the initial letter of their names. Children are active learners and make independent choices and decisions about their play and learning from accessible resources. Staff encourage children to make connections as they think through which animals have pockets to carry their babies. Children are confident communicators and use language to negotiate whilst pretending to be dogs in the role play area or whilst organising small world figures. A small group of children use their imagination and spontaneously begin participating in a musical game which they perform in front of a large mirror.

The pre-school is committed to good quality care which actively promotes children's health and well-being. Children are encouraged to make healthy choices about what they eat as they choose from a selection of nutritious snacks at their 'café' style snack time. They enjoy being active as they play outdoors and develop their physical skills as they use the balancing cups or jump enthusiastically over objects. Children develop an understanding of dangers and how to stay safe as they confidently and quickly respond to the fire alarm going unexpectedly by calmly lining up and walking sensibly outdoors, secure in their knowledge of the fire drill. Positive relationships have been established as children play co-operatively at a number of activities and patiently take turns whilst involved in board games. Children behave well and are confident within the routines and relationships within the setting.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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