

# Burley Gate Pre School Group

Inspection report for early years provision

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**Unique reference number** EY333538  
**Inspection date** 08/10/2008  
**Inspector** Jenny Batelen

**Setting address** The Log cabin, Burley Gate Primary School, Burley Gate,  
Hereford, Herefordshire, HR1 3QR  
**Telephone number** 01432 820824  
**Email** info@burleygatepreschool.co.uk  
**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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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**

Burley Gate Pre School is a rural committee run pre-school in its own accommodation next door to the primary school, on the outskirts of Hereford. There are 30 children on roll. The setting takes a maximum of 26 children from two to five years old from the local area. The building is a purpose-built log cabin, which has one main room that allows for flexibility to accommodate the children and activities appropriately. There is an extensive outdoor area comprising hard standing, bark with gardening area and grass. Access is through the side entrance of the village hall and has wheelchair access. The setting has links with EYFS provision in the primary school.

The setting is open Monday to Friday term time only with full-day and morning sessions. An optional lunch club is offered daily. Two-year-olds have a secure area within the main room. They join the main group from two-and-a-half years old and during free play outside. There is one full time and four part time members of staff. All staff are appropriately trained in early years education and hold enhanced Criminal Record Bureau checks. A new staffing structure has been in place since September and two staff are new to the setting this term.

## **Overall effectiveness of the early years provision**

The overall effectiveness of this group is outstanding. The leadership and management are clear and focused on addressing each child's individual and unique needs. The welfare of each child and staff member is paramount. The partnership with parents, the primary school, other providers and agencies is exemplary and contributes to the continuous development of the children. The setting is fully inclusive and works to ensure all children make appropriate good progress. There is outstanding capacity for continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- use the self evaluation and planning systems already in place to further focus on the impact for children of the developing child initiated curriculum.

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

The leadership and management are clearly focused on meeting every child's needs and the needs of the staff. The Early Years Foundation Stage (EYFS) has been fully embraced and work through the previous year has ensured that the curriculum, planning and assessments are covering all areas of the curriculum. Self evaluation is part of the process of improvement and involves staff, children and parents. Achieving the silver quality assurance mark complements the work of self

evaluation. The current draft self evaluation form has clear identification of strengths and areas to develop and, in most sections, detail of the impact of on children's learning and development.

Robust procedures are in place to ensure the safety of children. There are excellent links with parents, who speak very highly of the provision and of the induction procedures, enabling parents to have confidence in the care and support their children receive. The recent annual general meeting was well attended. Parents and carers are encouraged to help, for instance with the gardening. Excellent links with the next door primary school ensure good transition for the children and sensitive handling of any children with particular needs.

The new staffing structure has been supported by an induction pack and training to ensure that all staff understand policies and routines. As a result, the sessions run well and staff are clear about their roles and responsibilities. There is a clear plan for staff training responding to their identified needs through regular appraisal.

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

Children make good progress towards the early learning goals and have very positive attitudes to their learning. Specific areas are allocated for various areas of learning, for example ICT, construction, messy play, writing and role play, but learning flows freely between all areas. The growing knowledge of the learning and development requirements of the EYFS give the adults confidence in supporting children in their learning. There are adult-led and child-led activities allowing the children to be active and creative learners. They were excited to be planting cabbages in the garden and were able to talk of the need to ensure that caterpillars did not eat them. A linked computer programme supported this understanding. They enjoyed making pizzas using tomatoes they had grown and requested that they could cook their own lunch in the next week. Child-initiated learning is a developing strength as staff respond to children's interests. Opportunities to develop language skills and to reinforce specialist language, such as mathematical terminology, are always taken.

The high quality planning and assessment is evolving to incorporate the children's plans. They are consulted about further developments, such as the plans to develop the grassed area to enable it to be used all year. The outstanding relationships with parents help children to succeed further. Work carried out at home is valued by the pre-school and forms part of the ongoing assessment. Assessments are made using observation and commentary, but at this early stage are not always focused on the next steps for learning.

Children are sensitively supported to play together, discuss what they are doing and make appropriate choices. The youngest children are helped to develop confidence. Resources are easily available for children to make independent choices and to select appropriate materials for their chosen tasks. Healthy snacks and advice to parents regarding healthy lunch boxes contribute to the children's health and well-being. Children's safety and well-being is of paramount importance and policies are

in place to ensure that health issues are correctly addressed. Children are aware of the need for, and use, hygiene routines. Risk assessments are carried out daily on spaces and equipment to be used to ensure the safety of the children and they are helped to understand how to keep themselves safe. When involved in the gardening activity children were appropriately dressed and gardening gloves available.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.