

Burwell Early Learners

Inspection report for early years provision

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221552

Inspection date

29/01/2009

Inspector

Sue Hall

Setting address

Burwell Early Learners, Burwell Village College Site, The
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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Burwell Early Learners opened in 2001 following the merger of two long-established groups, Burwell Community Nursery and Burwell Pre-School Playgroup. It moved to its present purpose-built accommodation in January 2004 and has three rooms, two of which accommodate the funded children. The building is located on the site of the village college in Burwell and serves the local area. There are currently 120 children on roll from 16 months to five years. This includes 52 funded three-year-olds and 19 funded four-year-olds. Children attend for a variety of sessions. The setting supports a small number of children who have learning difficulties and/or disabilities or who have English as an additional language. There is access to the facilities for all children and adults with disabilities. A parent committee helps manage the setting.

The group opens five days a week during school term times. Sessions are from 09:00 to 11:45 and 12:40 to 15:30. There is an optional lunch facility for pre-school children. One full-time and 21 part-time members of staff work with the children, 17 of whom have early years qualifications. Two staff are currently working towards a recognised early years qualification. Relief staff are also employed to provide cover as and when needed. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP). It is on the Early Years Register and the voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Burwell Early Learners meets the needs of children in the Early Years Foundation Stage well by providing a good quality of care and education for the children of the area. The provision promotes inclusive practice by welcoming those with a range of learning difficulties and/or disabilities. Children make good progress in their learning and welfare and safety are promoted well. The children enjoy attending the various sessions, which pleases their families. Because staff in leadership roles have a clear grasp of what works well and what needs improving there is good capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- ensure that all policies are up to date, regularly reviewed and dated
- extend the development of children's vocabulary further through a greater focus on speaking, reading and writing activities as relevant to the age of the children

The leadership and management of the early years provision

Leadership and management of Burwell Early Learners is good. The staff work well together despite several changes of leader in a short period of time.

Children benefit from the good leadership that monitors the quality of provision effectively. Since the last inspection staff have addressed the issues identified for improvement well. This ensures that the needs of all children are met. The introduction of a key worker scheme is successfully enhancing provision. There is now a good system for assessing what children know and can do which informs future planning and evaluations effectively. The quality of information to parents about their children's progress has been improved. Parents are able to use this to support their children at home. There are now good opportunities for children to make choices in their play and ready access is provided to resources. This promotes independence which helps children grow in confidence.

Children achieve well because the manager provides a clear lead and has a good overview of provision. Self-evaluation of the quality of provision is carefully considered, accurate and at times a little modest, reflecting a praiseworthy determination to succeed even further. Policies and procedures are efficiently organised and well managed. While staff changes led to a slight pause in the production and updating of policies and procedures, this has been recognised and a good start made to address this.

Children are kept safe and staff have a good understanding of procedures for safeguarding everyone. Staff are caring and have good relationships with children and their parents. Key persons share information with carers and other professionals well. Appropriate checks are carried out on staff and helpers and assessments of risk are carried out conscientiously.

The quality and standards of the early years provision

The quality and standards of the early years provision are good. Children settle happily to activities because staff liaise well with carers at the start and end of each session and share a good range of information. The children benefit from being in accommodation adjacent to the school to which many later transfer, making this transition easier.

Children adopt healthy lifestyles well because staff provide lots of good quality outdoor play activities where the emphasis is on being active and which all children enjoy. Children like using a good range of wheeled play vehicles and equipment, including footballs, bats and small balls and balancing equipment. In good weather, large, permanent play structures promote physical activity and sociable play, well. Through this range of experiences children develop a good understanding of how to keep themselves and others safe. Staff also help promote healthy eating by working with parents to encourage them to provide healthy snacks and packed meals. There is ready access to fresh drinking water and milk is available to all children.

Children enjoy the range of early morning activities when, for instance, the pre-school group, as part of a current focus, learn more about homes in Cambodia, which effectively helps to develop their knowledge and understanding of the world. Children learn about a range of cultures other than their own, including during celebrations of the Chinese New Year. There are good opportunities for them to make choices in their learning when choosing from an interesting range of activities, including investigating blocks of ice when playing with toy animals from cold climates. Children enjoy activities that encourage their imagination, although some of the role-play areas lack vibrancy and impact.

Children's needs are met well because there have been good developments in the planning for different activities, reflecting the requirements for those in the Early Years Foundation Stage. The manager and staff have attended appropriate training events. The planning reflects a good range of tasks and a level of challenge appropriate to the age and stage of development of the different groups. Staff talk to the children well and sometimes ask questions to promote speaking and listening, although at times miss opportunities in and around the classrooms to develop key vocabulary further.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

Annex B: the Childcare Register

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

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.