

Burradon Pre-School

Inspection report for early years provision

Unique reference number EY385949
Inspection date 09/06/2009
Inspector Anthea Errington

Setting address Burradon Primary School, Burradon Road, Burradon,
CRAMLINGTON, Northumberland, NE23 7NG

Telephone number 07974 997672

Email

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

Burradon Pre-school was registered in 2008. It operates within Burradon Primary school and has a designated playroom, office, toilets and shared kitchen available. It is registered on the Early Years Register to provide care for 20 children who are aged from two to under five years. There are currently 15 children on roll, all of whom are in the early years age group.

Opening hours are Monday to Friday 09.00 till 11.30 each day term time only. The setting is managed by the owner who is also the care manager. There is also a deputy and two additional staff members. The staff team are appropriately qualified and hold current paediatric first aid certificates.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time at the setting and are cared for in a warm, welcoming and inclusive environment. They are happy to participate in the variety of activities provided and staff members have sufficient knowledge of the Early Years Foundation Stage (EYFS) to ensure children are provided with an adequate range of activities to help them make progress. Partnership with parents is good and staff members are fully committed in ensuring they remain fully informed with regard to the care and education their children receive. Most relevant documentation is in place to ensure children's safety, however, written permission is not requested for emergency medical care which is a requirement of registration. The provision is aware of the importance in maintaining continuous improvement and effectively uses self-evaluation methods to support them.

What steps need to be taken to improve provision further?

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

- plan an environment which is rich in signs, symbols, numbers, words, and pictures that take into account children's different interests, understanding home backgrounds and cultures
- observe, analyse and use what you have found out about the children to plan for the next steps in their learning
- provide children with a wide variety of resources for expressing their understanding, including mark-making, drawing, modelling, reading and writing.

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

- request written permission from parents for seeking emergency medical advice or treatment.

16/06/2009

The leadership and management of the early years provision

Staff members display a good level of understanding with regard to their roles and responsibilities and effectively implement routines that give children a sufficient range of opportunities and experiences. Children move around confidently in the well organised provision making choices from the suitable range of toys and resources. The setting has begun to evaluate their provision and uses this effectively to identify strengths and weaknesses and areas for improvement. Most required records, policies and procedures are in place which are well organised and accessible to all users of the provision. However, written permission to request emergency medical care and treatment for children is not in place, this does not meet the requirements of their registration. Staff use their observation and assessment skills well to evaluate children's stages of development and record these in their individual files linking them to the six areas of learning. However, they are not used effectively to plan for children's next steps of learning.

Staff maintain very good links with parents and share information with regard to their children's progress on a daily basis, valuing their contributions as partners for children's ongoing learning and development. For example, individual development files and daily diaries are completed by the children's key workers along with daily discussions which ensure parents are kept fully up to date. A detailed range of policies and procedures are available to them clearly informing them of the care and education their children receive whilst at the setting. Parental questionnaires have recently been implemented to provide parents with the opportunity to respond and share their views. They state 'the playgroup provides a safe, stimulating environment' and 'the staff are patient and friendly'.

Staff have a clear understanding of their role in safeguarding children and are aware of their responsibilities. For example, they have a good knowledge of the procedures to follow should they have a concern. The premises are very secure and staff are deployed effectively and efficiently. Effective written risk assessments are in place, which ensures that children remain safe. Children's knowledge about personal safety is encouraged by gentle reminders from staff members as they tidy away the various toys and resources and through regular fire drill practises.

The quality and standards of the early years provision

Children are cared for in a caring and welcoming setting where children are valued and respected. Staff know children well and have a satisfactory understanding of child development. However, there is limited display of signs, symbols, words, and pictures that take into account children's different interests, understanding home backgrounds and cultures. Children relate well towards members of staff, as they confidently approach and initiate conversations with them. Staff members work hard to ensure that all children are able to engage in the planned activities and also to play freely with resources which are appropriate to their age and stage of development. Plans are in place to cover the six areas of learning including a suitable balance of child-centred and adult-led activities.

Children play happily alongside each other and are happy to share the various resources available to them. Their social skills are supported well as they interact fully with each other as they share a game of bingo, supporting each other well as they recognise the familiar pictures. They glow with pride as they correctly identify the pictures which helps to increase their self-esteem and confidence. Children's understanding of mathematical language and understanding is developed well as they play with the bricks. Staff skilfully encourage them to match the colours and sort them into specific colour groups. Children confidently count up to ten bricks and are extremely proud of their achievements as they receive lots of meaningful praise and encouragement from members of staff. Language used, such as big and little, further develop children's understanding. Children make sufficient progress in their communication and language skills as they thoroughly enjoy listening to a story skilfully read to them. They are encouraged to interact fully and enthusiastically finish off sentences using the pictures displayed to them and using their knowledge of the story to recall from. Children continue to be motivated and interested as they copy the animals in the story as they all pretend to brush their teeth together. However, children do not have sufficient opportunities to practise their mark making skills as resources and equipment are not readily available to them. Children display curiosity and interest and develop their knowledge and understanding of the world as they plant sunflower seeds and wait for them to grow. An acceptable range of toys are available for their use to develop their understanding of information and technology. For example, they are aware they must press buttons on the toy microwave and kettle in order for them to work. Children are given lots of opportunities to develop their creative skills as they enjoy the craft activity linked to the seaside theme. Their hand to eye coordination is developing well as they learn how to use the glue spatulas to stick their 'jelly fish' together. Children use their imagination and creativity well as they mimic the animal sounds, such as the sheep and frog whilst playing bingo.

Staff are good role models and have effective procedures in place to help children understand the difference between right and wrong. Staff provide children with lots of meaningful praise to encourage their good behaviour. Children are rewarded for their kindness and good behaviour by displaying their acts of kindness on the friendship tree. There are satisfactory opportunities for the children to enjoy fresh air and exercise as they play in the outdoor area on a daily basis. The setting takes full account of children's dietary needs and provides them with nutritious snacks which include fresh fruit and regular drinks. Children develop an understanding of healthy eating as they discuss with each other and members of staff that fruit is good for them. Children learn to keep themselves safe as they tidy up and through regular practise of fire evacuation routines.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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

