

Gunness & Burringham Pre-School

Inspection report for early years provision

Unique reference number 205699
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Inspector Andrew Clark

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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).

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

Gunness & Burringham Pre-School is run by a voluntary committee. It opened in 1987. The pre-school operates from the dining room and outdoor area of Gunness & Burringham Church of England School, in the village of Gunness and Burringham in North Lincolnshire. A maximum of 16 children aged between two and five years old may attend at any one time. The group is also registered to take older children. There are currently 26 children on roll and all are in the Early Years Foundation Stage. Of these 11 are in receipt of funding for nursery education. Sessions are from 08.50 until 11.20 in school term time only. The pre-school is on the Ofsted Early Years Register, compulsory and voluntary Childcare Registers.

The pre-school employs four staff. The manager and her deputy hold a relevant level three childcare qualifications, and other staff hold a level two. The pre-school is in the Steps to Quality assurance scheme.

Overall effectiveness of the early years provision

Overall the quality of provision is good. The caring and stimulating environment gives children a flying start to their learning. The pre-school promotes inclusion well because staff plan effectively to meet the needs of children of all ages and abilities. Improvement since the last inspection is good, and the commitment and enthusiasm of staff ensure they are well placed 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:

- provide more opportunities for children to regularly use a range of information and communication technology.

The leadership and management of the early years provision

The pre-school is led and managed well by an enthusiastic and experienced manager and her deputy. Good quality policies and procedures, which are regularly reviewed, effectively guide staff in all aspects of their work. Self-evaluation is good because it is based on a thorough appraisal of all aspects of the provision and reflects the views of staff, parents and children. There is a positive action plan which identifies clear and appropriate priorities for future development. Staff take full advantage of training opportunities and guidance through the quality assurance process, to make certain provision is based on the best practice. Regular and robust risk assessments are made so that children play and learn in a safe environment. Procedures to ensure all staff and volunteers are suitable people to work with children are appropriate and meet current requirements.

An outstanding partnership with parents and others significantly enriches children's

learning. Parents thoroughly appreciate the warm welcome their children receive and the high quality of information on their progress. They provide regular voluntary help and share special skills and experiences with children, such as, accounts of the Finnish Winter Festivals. Excellent links with the host primary school make a very good contribution to the quality of assessment and planning procedures, and additional resources and learning opportunities.

The quality and standards of the early years provision

Children enjoy themselves from the start of the day because they enter a bright and cheerful room with plenty to do. For example, children play in frothy, foaming water trays and float objects in glittery liquids. They make decisions and become increasingly self-confident through selecting their own activity and quickly settling to it. Staff ensure a good balance between activities children choose for themselves and others they are guided towards. Children are busy and persist for long periods. They discuss their ideas with staff and volunteers who question them well to deepen their learning. Daily routines, such as, sequencing the days of the week and completing a weather chart, encourage good learning attitudes and broaden their knowledge. Children behave very well because all staff provide a positive consistent approach and are sensitive to children's emotional needs. They know the children well through the detailed observations made, and the regular discussions and open evenings with parents. All staff contribute to assessing children's progress and the outcomes are used well to plan the next steps in children's learning.

Children develop curiosity and a desire to investigate because of the exciting themes such as the planting and growing topic. They plant their own seeds and use magnifying glasses to observe their growth. There are many opportunities for children to develop and practise their early writing skills and numeracy skills. However, they do not have many opportunities to use information and communication technology, such as, computers, recording equipment or digital cameras, on a regular basis. Children's creative skills are well developed and they love singing a good range of action and counting songs. Children learn about other faiths and cultures through celebrations such as Easter, Eid and Christmas. Well placed posters and good resources promote an awareness of the diversity of life. Children take a pride in their achievement and eagerly share the day's efforts with parents. They have a good knowledge of how to keep safe because of well planned role play activities with the 'lollipop lady', nurse, police and other members of the community.

The children have a good understanding of the importance of hygiene and wash their hands before eating. They eat healthy snacks and have regular access to water. They enjoy regular physical activities such as running, riding wheeled vehicles and playing outdoor games together.

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?	1
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

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Annex B: the Childcare Register

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

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