

Burnham Pre-School

Inspection report for early years provision

Unique reference number 402278
Inspection date 01/10/2009
Inspector Jenny Howell

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Burnham Pre-school is managed by the trustees of Burnham Pre-School. It opened in 1965 and operates from the three halls within the Carnival Hall of Burnham-on-Crouch. There is an outdoor area available for all children to access. The setting serves the local community and surrounding areas.

The setting is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 52 children may attend the setting at any one time. There are currently 37 children aged from two to under five years on roll. The setting is open every weekday from 9.30am until 12 noon and also opens from 9am each weekday and for a lunch club until 1.30pm on Mondays, Wednesdays and Fridays, according to demand.

The setting employs 10 staff. Of these, five hold appropriate early years qualifications and two are working towards a recognised qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is effective in meeting the needs of all children in its care, with children supported as individuals and according to their unique needs. Children are able to make good progress in their learning and development, with opportunities to develop in most areas of learning provided on a daily basis. Very good use is made of space and resources to provide children with a variety of learning experiences, though time is not always managed as effectively. Children's welfare is effectively promoted, with appropriate safeguarding procedures in place to protect children. The setting is able to develop and improve the care and learning opportunities it provides and have made progress since their last inspection, although their system of self-evaluation does not yet fully support staff in identifying areas for improvement. Appropriate relationships are developed with parents and other professionals to support staff in meetings children's needs.

What steps need to be taken to improve provision further?

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

- provide more regular access to activities which support children in showing curiosity and asking questions about why things happen and how things work
- monitor the structure of daily routines to ensure that opportunities for children to develop as active and engaged learners are maximised
- develop the process of self-evaluation to identify key targets for the future which are focused on improving outcomes for children.

The effectiveness of leadership and management of the early years provision

Appropriate policies and procedures are in place to protect and safeguard children. All staff have undergone checks through the Criminal Records Bureau and references are requested as part of the recruitment process. An appropriate child protection policy is in place and staff are aware of its contents, as well as where to seek advice should they have any concerns. All areas of the setting which are used by children are checked for safety on a daily basis and all staff share responsibility for this, effectively ensuring that safety issues are fully understood and monitored at all times. Staff have the knowledge, skills and understanding they need in order to work effectively with children and several members of staff have current training in first aid.

The setting is effective in monitoring and evaluating its own progress and performance. A self-evaluation procedure is in place which supports staff in highlighting strengths and areas for development. However, this information is not yet used to full effect in order to set clear targets for the future which are focused on improving outcomes for children. Action has been taken to address issues raised at the last inspection, resulting in children having improved access to fresh drinking water and more opportunities to develop independence, for example, by putting on their own coats.

Very good use is made of the space available to provide children with clear areas in which to enjoy different types of play and learning, as well as allowing staff to group children according to age in order to provide them with developmentally appropriate toys and activities. Resources are also used well to support play and learning, with activities deployed effectively between the indoor and outdoor areas. Time is used throughout each session to provide children with opportunities to enjoy different types of activity, including time to talk as a group, time to play independently and time to cooperate and play alongside each other. However, during some sessions, use of the available time is not fully maximised, resulting in a small number of children who are not fully stimulated or engaged, for example, during the time between story and snack time. Effective deployment of staff and the development of the role of the key person ensures that children are fully supported throughout each session and that staff are able to form a clear picture of each child's stage of development.

The setting engages well with parents and carers, who comment that staff are friendly and approachable. A good range of information is on display each day and further information is shared through newsletters which are sent out on a regular basis. An open morning gives parents the opportunity to talk to staff and see what activities are available to their children while an annual parental questionnaire helps staff to ensure that they continue to meet parents needs. Effective links are also established with other professionals such as local pre-school staff and local authority advisors. This allows staff to share good practice as well as helping them to meet children's individual needs through additional guidance and support. A strong and effective key person system helps to ensure that activities and resources can be tailored to the needs of individual children, ensuring that no child

is disadvantaged and all children are able to make good progress, according to their differing starting points.

The quality and standards of the early years provision and outcomes for children

Learning, development and welfare are well supported. Staff working with children have a good understanding of the Early Years Foundation Stage and the ways in which they can help children to make good progress. An effective system of assessment and planning is in place, which is focused on the needs of individual children and allows staff to be flexible on a daily basis, in order to best respond to children's changing interests and stages of development. Additional support is provided for those children who need it and plans are developed, in consultation with parents, to support children with special educational needs and/or disabilities in participating fully and making good progress. Staff work effectively to encourage and support children, making good use of praise to build their confidence and using the correct words, for example, to describe shapes, so that children can develop their knowledge and understanding as they play.

Resources and activities are set out, both indoors and outdoors, to be appealing to children and easy for them to access. Equipment such as ponchos and boots are provided so that children can make use of the outdoor area all year round in order to enhance and extend their learning. A good balance of activities is provided, with children able to access all areas of learning. However, resources which encourage children to show curiosity and ask questions about why and how things happen are not yet consistently available on a daily basis.

Appropriate measures are in place to promote children's health and safety. Snacks and drinks are prepared hygienically, while children learn the reasons for washing their hands before eating and after using the toilet. Daily snacks are varied and nutritious and children have free access to fresh drinking water at all times, helping them to learn about healthy living. Each Thursday children enjoy tasting different food from around the world, further developing their understanding of food and its cultural and regional origins. Children have access to physical play equipment on a daily basis and are beginning to understand the effect that exercise can have on their body. Children feel confident to interact with staff, making their needs known and demonstrating that they feel safe and secure at the setting. Children learn about ways in which they can keep themselves safe, for example, by wearing bicycle helmets as they ride on scooters and tricycles as well as through visits to the local fire station and from local community police officers.

Children's behaviour is good. They respond well to direction from adults and also demonstrate an awareness of the needs and safety of others. Children are also supported in learning how to care for their environment and become engaged in community life, for example, by planting a display of flowers at the local train station. This helps children to learn about their wider community and the world around them. Toys and resources such as books, puzzles and posters support children in learning about difference and diversity, while planned activities based on world traditions and festivals help children to appreciate different cultures and

ways of life.

Older children are well prepared for the transition from the setting to school. They visit local schools to help them become familiar with the surroundings and are able to dress up in school uniform as part of their imaginative role play. Children also practise getting changed for physical education sessions and are able to attend the lunch club, helping them to prepare for the routines of school life and supporting them in making a confident start to their next learning environment.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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