



Burn Bridge Pre School

Inspection report for early years provision

Unique Reference Number	EY296333
Inspection date	15 September 2005
Inspector	Cynthia Walker

Setting Address	Pannal Methodist Church, Spring Lane, Pannal, Harrogate, North Yorkshire, HG3 1NP
Telephone number	07761126099
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Registered person	Burn Bridge Pre School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

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

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Burnbridge Pre School was registered to provide day care in 2004. It is situated in the village of Pannal. The group is open five mornings a week from 09:30 until 12:30, during school term time. The group offers sessional care for children aged 2 to 5 years. Currently 20 children attend the group throughout the week. They are drawn from the local area and wider community. Children attend for a variety of sessions. Eleven children receive funding for nursery education; nine are aged three years, and

the others are aged four.

The group is based in the hall of the Methodist Chapel have the use of a classroom, large hall and supporting kitchen, toilets and storage. There is access to a secure outdoor play area to the front of the property.

Five staff work in the group. Over half the staff hold appropriate early years qualifications. The group receives the support of the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow effective procedures and practices which meets the children's physical, nutritional and health needs. Good routines have been established around personal care and children are becoming increasingly independent, demonstrating a secure understanding of personal hygiene.

Children are developing control and co-ordination in stimulating indoor and outdoor activities. They are enthusiastic in their participation of music and movement confidently hopping, skipping and jumping, demonstrating good imagination as they move like elephants, kangaroos and snakes. Regular access to a good range of equipment in the outdoor area enables children to be confident in their actions. For example, skilfully controlling wheeled toys and throwing the balls into a basket ball net.

Children enjoy a variety of good nutritious snacks which include fresh fruit, cheese and raisins and can help themselves to easily accessible drinking water throughout the session.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, safe and secure environment where risks are identified and minimised. The pre-school is welcoming to children with attractive and interesting displays as they enter the building. Clear explanations on the use of equipment within the building enables children to develop an understanding of how to keep themselves safe.

The rooms are creatively arranged allowing children to move spontaneously and independently around all areas of play and learning. Children are accessing a good range of resources which are appropriate to their age and stage of development and are well arranged to allow children to make individual choices about toys they are going to play with. The care and selection of equipment and resources is supported by clear documentation.

Children's welfare is well promoted by the staff's secure understanding of child protection procedures which are in line with local Area Child Protection Committee guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in pre-school and arrive happy and eager to participate. Staff are developing close, caring relationships, enabling children to become confident members of the group. Children enthusiastically participate in a good range of planned activities which incorporates the needs of the younger children. Stimulating singing sessions accompanied by the piano encourages children to confidently sing a good range of simple songs. This is skilfully extended with the introduction of a wide selection of instruments which children use very effectively to match the rhythms of the songs. Children enjoy looking at a good selection of books, questioning, 'what is a tandem' and contributing to the narrative.

Nursery Education.

The quality of teaching and learning are good. Children make good progress in all areas of learning because staff have a secure understanding of the early learning goals. They plan a good range of interesting activities which supports all areas of learning and includes adaptations for different levels of ability. The planned programme of activities is regularly evaluated and assessed to support the quality of children's learning. Although a new assessment programme is still being introduced, staff use their understanding of individual children's achievements to integrate their next steps for learning within future planning. Staff support children to achieve as much as they can through skilful use of questioning and sensitive encouragement. They provide an interesting and welcoming environment which reflects the children's backgrounds and wider community.

All children are motivated to learn and are interested and involved in a broad range of activities which supports their learning. They are able to communicate confidently, giving clear explanations why sprays had not been used on the 'organic' tomatoes and using language to describe the character 'slinky minkey' in a book. Children persist at activities for long periods of time, demonstrating good concentration as they complete a range of family figures at the collage table. At snack time children are beginning to take responsibility for wiping the tables and preparation of food.

All children make marks to represent their thoughts, such as, making shopping lists for the birds, with older children able to write their own names. The introduction of a weekly letter skilfully supports children's ability to confidently recognise sounds and letter shapes. Children reinforce their counting skills by counting smiley faces as they enter play group. Their calculation skills are developed as they decide how many faces are left if two are taken away. Children are exhibiting good imagination, for example, drawing detailed multi -coloured worms to feed to their imagined birds which are hatching in a container.

Children have established positive relationships and work well together. They

demonstrate sensitivity and consideration for younger children, for example, getting a chair so they can participate in an activity and showing them how to use a specific book.

Helping children make a positive contribution

The provision is good.

Children are well cared for by staff who actively work with parents to meet individual children's needs. A good range of resources and participation in a variety of planned activities is supporting children's understanding of diversity and the needs of others. Children have good opportunities to learn about themselves, each other and their own community through visits in the local area, related activities and visitors with specialised skills.

The behaviour is good. Children respond to the clear and sensitive explanations from staff and have a good understanding of the behaviour codes of the group, particularly at snack time and circle. They play harmoniously together and are encouraged to take turns and share resources, particularly in the outdoor area. Children are establishing a sense of belonging and developing their self esteem through the effective use of family photographs and supporting discussions. The provision fosters children's spiritual, moral, social and cultural development appropriately.

Partnership with parents is good. Parents are actively welcomed into the setting and the use of effective settling in procedures enables children to become happy and confident in their environment. They receive useful information about the setting through a detailed information pack and regular newsletters. Information about their children's achievements is shared informally at present and parents are not actively encouraged to share information about their children to establish their starting points, however, this procedure is presently being reviewed. Parents receive detailed information about the activities their children have been involved in which includes opportunities to extend learning within the home.

Organisation

The organisation is good.

All legally required documentation which contributes to children's health, safety and well being is in place; however, the registration process lacks some clarity. Documentation is supported by clear policies and procedures which are reflected in daily practice and are regularly reviewed. Both the indoor and outdoor space is creatively set out to enhance play opportunities for children.

Leadership and management is good. The leader has a clear vision for the education of children, which is effectively supported by the management committee. Staff work as an effective and supportive team and meet twice a term to ensure they maintain consistency in improving outcomes for children. There is a positive commitment to maintaining staff's knowledge by attending appropriate training. The committee have worked hard to improve the care and education for children and liaise closely with

advisors from the local authority and other organisations. There are effective procedures in place to evaluate the planned programme of activities for children.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

At registration the pre school were given a number of actions relating to; risk assessment, the storage of dangerous substances, operational procedures for outing, safety of gas appliances, training for child protection.

Children's safety is being effectively promoted with the introduction of a written risk assessment procedure and dangerous substances are inaccessible for children. There are written operational procedures to promote children's safety on outings and the gas cooker has been made safe for children. The named person for child protection has attended appropriate training to support the welfare of children.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the system for registering children and staff attendance on a sessional basis and keep a record of visitors.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the assessment procedure to include information from parents on entry and improve the systems for informing parents of their children's

achievements

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