

Burrsville Pre-School

Inspection report for early years provision

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Inspection date 16/10/2009
Inspector Lynn Amelia Hartigan

Setting address Burrsville Public Hall, Burrs Road, Clacton On-Sea, Essex,
CO15 4LW

Telephone number 07717007743

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Bursville Pre-School opened in 2009 and operates from the Bursville public hall in Great Clacton. The premises are easily accessible as there is a low step leading into the hall entrance. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 26 children aged from two to five years may attend the setting at any one time. The pre-school is open five days a week from 9.15.am until 12.15pm, term time only.

There are currently 24 children attending who are within the Early Years Foundation Stage (EYFS) years. There are five members of staff, including the owner who manage the early years provision. All of the staff hold appropriate early years qualifications to level two and three. One member is commencing further training.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting is effective in ensuring children progress satisfactorily through the Early Years Foundation Stage within an inclusive, fun environment. Children are happy, secure and settled as a committed staff team ensure their individual needs and requirements are met. Some opportunities for communication and partnership with parents significantly enhances the children's day at the setting. The staff's commitment, with regard to inclusion, ensures that every child's individual needs are supported. The staff are beginning to be reflective within their practices and a system recently implemented demonstrates how self-evaluation ensures the continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- ensure policies, procedures and risk assessments are regularly reviewed and shared with parents
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to involve all staff in identifying the setting's strengths and priorities for development that will improve the quality of provision for all children
- review the organisation and planning of the indoor and outdoor learning environment to provide children with opportunities to initiate their own play and follow their own interests in the six areas of learning
- review the organisation of snack and meal times to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

The effectiveness of leadership and management of the early years provision

The new manager and her staff are committed to the children and their work at the pre-school which is evident through the improvements already implemented and is integral to the children's learning, development and welfare. The staff are motivated to provide a good service and are familiar with the need for ongoing training to ensure continuous improvement. Many of the staff are booked to attend training. The children are cared for by a qualified staff team. A recently reviewed safeguarding policy is understood by all staff members who are familiar with their individual responsibilities to ensure the children's wellbeing is not compromised. This is available to parents along with the complaints policy. Risk assessments are now being developed to ensure the environment and activities both indoors, outdoors and trips within the local community, remain safe for children. The manager demonstrated the process for successful recruitment, induction and training and a detailed policy and procedure is being reviewed. All staff members have completed checks and thorough procedures are in place to ensure children are never left unsupervised with anyone who may be awaiting clearance.

The pre-school practices are detailed within the policies and procedures, although, these are not always easily accessible to parents to ensure they are fully informed. However, staff are fully committed to working in partnership with parents and carers and have plans to implement some good opportunities to enable parents to share their views, such as regular questionnaires which also gives children an opportunity to comment on their time at pre-school. Through consultation, parents are encouraged and supported to contribute to their child's initial assessment on entry to the pre-school. Staff engage parents in ongoing verbal communication and are beginning to encourage their involvement in contributing to the ongoing learning and development of their children. Parents and carers are encouraged to settle the children at their own pace, visiting for as long as necessary. New children enjoy having the 'show and tell' box and talk confidently to their new friends about the items they have brought in from home.

The pre-school is able to demonstrate procedures for monitoring and evaluation of the provision. This is effective in enabling the staff to identify areas for improvement and action plans for development are now identified. Children's views are valued and documented to ensure their comments are actioned. Some links are being made with the local community and partnerships with other settings that children may attend, as the manager has a clear understanding of the importance of these to ensure a consistent approach to the children's learning and care. Parents speak very highly of every aspect of the pre-school and the staff team.

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

Children are able to play and learn in a child-friendly and welcoming environment. The staff work very hard to ensure the premises are inviting and welcoming to children. In particular a cosy book corner, where children can select from a good

range of books and are able to sit comfortably on cushions and bean bags to enjoy their stories. Large cardboard boxes, tents and draped fabrics provide children with dens and are very popular and used well to support the children's imagination. Children happily leave their parents and sit ready for registration. Registration takes a while and for some children this is not always appropriate. Children happily choose an activity following registration and make a decision as to what they engage in. There is a calm atmosphere throughout the session and children clearly have a fun time moving freely indoors. Children have the opportunity to play outdoors at certain times during the morning and enjoy using the swing and ride on toys. They mark make on the pavement using large chunky chinks and they practise their throwing and catching skills when playing ball. The six areas of learning are not always considered when staff plan for outdoor play.

Staff have a satisfactory understanding of child development and how children learn. They are caring and interact well with the children and as a result children feel comfortable and confident in the setting. Children are provided with a good range of play and learning opportunities as staff use their knowledge to support the children's interests, effectively. For example following the lead of a child's interests in colours and Elmer the Elephant story, a 'special' day was organised for children and staff to dress in bright colours. However the daily organised routine of the sessions impact on the children's ability to use the resources and equipment fully and extend their play and learning. For example, activities are packed away sometime before the end of each session to allow for snack, stories and singing.

Children are secure within the pre-school as staff are attentive respectful and listen to the children. As a result, children appear confident and are developing good self-esteem. A key person system operates, however, all staff are knowledgeable about the children attending. Every child's uniqueness is valued and the key person system ensures staff provide each child with an individual approach. Staff demonstrate how the processes in place, support assessment, observation and planning and how this informs the next steps of learning, however, this continues to be developed. Staff consider the children's individual interests and stages of learning when planning activities indoors, although, planning does not always consider the six areas of learning when using the outdoor environment.

Children's health and welfare is promoted well. They are able to use their own bathroom independently with prompt posters reminding them of the routine to follow. A recent review of the hand washing process ensures children are protected from cross infection. Children are able to access drinking water throughout the session, although, this is not widely used. Children are encouraged to make healthy choices about what they eat and drink. They sit together to share nutritious snacks such as crackers, fruit and milk. Children have some opportunities to be independent, for example, they attempt to spread butter on their crackers but are not encouraged to pour their own drinks or prepare the fruit.

Children are able to learn about keeping themselves safe as they discuss road safety when out walking in the community and through themed activities. They also learn how to manage themselves within the setting, such as not to run indoors. Children are able to learn and celebrate some different cultures and traditional days as these are incorporated within the planning. This enables the

children to have an understanding of the world around them and embrace differences. Children have opportunities to learn about the wider world as they participate in activities and play with toys, books and resources that are representative of diversity. All staff are dedicated to provide a quality service and are consistently polite and respectful toward the children. As a result children's behaviour is good.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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