



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402278

DfES Number: 515452

INSPECTION DETAILS

Inspection Date 18/10/2004
Inspector Name Janette Elaina Langford

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Burnham Pre-School
Setting Address Carnival Hall
Arcadia Road
Burnham-on-crouch
Essex
CM0 8BS

REGISTERED PROVIDER DETAILS

Name The Committee of Burnham Pre-School 1027595

ORGANISATION DETAILS

Name Burnham Pre-School
Address Carnival Hall
Arcadia Road
Burnham-on-crouch
Essex
CM0 8EF

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Burnham Pre-school opened in 1965. It operates from three rooms in a community hall in Burnham in Essex. The pre-school mainly serves the local area.

There are currently fifty two children from two to five years on roll. This includes twenty three funded three year olds and thirteen funded four year olds. Children attend for a variety of sessions. The setting currently supports a small number of children with special needs but there are no children currently attending who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:30 until 12:00 on weekdays with an extended session on a Friday until 13:30.

Nine part time and four full time staff work with the children. The setting is working towards over half the staff holding early years qualifications to NVQ level 2 or 3. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership. (EYDCP)

How good is the Day Care?

Burnham Pre-school offers good care for children.

Staff are committed to improving their skills through regular short training courses and workshops. They continue to work towards meeting the staff qualification requirements. Staff are deployed well and spend most of their time working directly with the children. The premises are warm, welcoming and organised so that children may play in safety and comfort. Plenty of toys and equipment are available including large apparatus. Records policies and procedures are maintained to a good standard although currently times of arrival and departure of children are not detailed in the register.

Staff are vigilant and regular risk assessments are carried out. Appropriate policies

and procedures to cover medication and accidents are available and implemented. Children are provided with a biscuit and a drink during the session and staff are aware of food allergies. All children are included and their differences acknowledged and valued; resources are available to reflect positive images of culture, ethnicity and gender. The child protection policy contains all the necessary information for staff and parents, and staff are aware of their responsibilities.

The staff plan and provide appropriate activities and play opportunities; they implement them with care and concern for each child according to their needs. There are effective systems in place to support children with special needs and staff have a good understanding of each individual child and ensure that they are well supported. Staff follow the behaviour policy in a consistent manner.

Staff endeavour to build up good working relationships with parents and make themselves available at the beginning and end of the session. Questionnaires are used to enable parents to make comments and suggestions. The prospectus contains information on all the main policies and procedures.

What has improved since the last inspection?

At the last inspection the setting agreed to provide documentary evidence of the Fire Officer's recommendations. This has been addressed with details of what has been done to meet the recommendations.

The setting agreed to ensure that the complaints policy included Ofsted's contact details and that they obtained written permission from parents for emergency treatment. Both of these have been addressed.

The setting also agreed to ensure that the child protection statement included procedures to follow if an allegation was made against a member of staff. These have now been added.

What is being done well?

- Staff use the 'Birth to Three Matters' information with their two to three year olds to help plan for their development. They use the cards for reference and ideas to support their practice.
- Children with special needs are supported well and regular visits are welcomed from the Special Educational Needs and Parents adviser (SENAPS) to help them support the children effectively. Individual planning is in place with realistic goals to work towards.
- The premises is well organised into three rooms. The main hall being mainly used for more vigorous activities such as physical play. The two smaller rooms offer quieter activities and group work. The two to three year olds remain in their own room whilst the larger group of three to five year olds alternate between the large hall and the smaller room.

What needs to be improved?

- details of times of arrival and departure for children in the register.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Include times of arrival and departure of children in the register.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Burnham Pre-school is good. It enables children to make very good progress towards the early learning goals in their physical development and generally good progress in all other areas of learning.

Teaching is generally good with some staff having had training in the Foundation Stage. They use their time effectively with children to extend their learning in both focused and free play. They question children effectively and listen sensitively to what they have to say. Staff know children very well and ensure that all children are given opportunities to learn at their own level. Plans are linked to the Foundation Stage and most of the areas of learning are covered regularly with staff contributing their ideas. Differentiation is included and individual planning for children with special needs is in place. Floor plans show the layout of the hall and equipment and staff deployment. Observations are written, both spontaneously and as part of specific assessments. They are included in the assessment records and used to target the next steps in children's learning. Staff manage children's behaviour in line with their policy.

Leadership and management are generally good. The supervisor and administrator work closely together to ensure all aspects of the provision are kept up to date with current thinking. The supervisor attends cluster meetings regularly and liaises with the local school. The planning and assessment records show how well the curriculum is working and the setting shows a commitment to ongoing improvements in the care and education for all children.

Partnership with parents is generally good. There is an information area where funding information and plans are displayed and also information about activities. There are written reports and formal invitations to parents to discuss children's progress.

What is being done well?

- Staff encourage numbers as labels and for counting at every opportunity. For example they use circle time to count fingers, ears, eyes etc. and make estimations about numbers. Children have opportunities to look at written numerals and match them in imaginative play using them as tickets or markers.
- Parents are kept well informed about their child's progress and achievements through receiving well written, individual reports of their children, and also through discussions at open days.
- Children have daily opportunities to practice a wide range of physical skills. The main hall is devoted to this and offers large apparatus and space for children to develop their larger physical skills.

What needs to be improved?

- the planning for ICT.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection.

Assessment records are well kept and observations record children's responses to activities. The planning covers the early learning goals and identifies the learning intentions and also includes differentiation within the curriculum.

Improvements have been made to the planning in the programmes for mathematical development and communication, language and literacy. Staff regularly give attention to teaching letter sounds.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and developing their self esteem. They show a sense of belonging and demonstrate a sense of trust. Children are beginning to accept the needs of others and are aware of the boundaries for behaviour. They sometimes make connections between their home and pre-school and bring things in to show the others. There are some opportunities to help children develop their independence, but these are not always carried out within the daily routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning to use language for different purposes, such as initiating conversations and asking questions. They are developing their listening skills. Children narrate their play and tell others what they are doing or their intentions. There are opportunities within the routine to link sounds and letters. Staff encourage emergent writing and mark making by including paper and pens in role play areas.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

There are many opportunities for children to develop their counting skills, and to match and recognise numerals. Staff teach aspects of calculation by using number songs and rhymes, but some opportunities are missed in the daily routines. Children show an interest in shapes and their similarities in the environment. There are some focused activities to explore space and measure, and children experiment with sand and water when available.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious and explore and investigate objects both man made and natural with interest. They enjoy trying new techniques and have opportunities to use their design and making skills. Children remember and talk about significant things that have happened to them and there are spontaneous and planned visits into the community and some visitors into the setting. There are few opportunities planned for children to learn about information and communication technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

There are daily opportunities to develop large physical skills using equipment in the large hall. This includes balancing beams, slide, climbing frame and tunnels. Children also have access to cars and bikes. Children are developing throwing and catching skills and use the available space well. They are able to manipulate their bodies to create intended movements. Children practise hand/eye co-ordination skills through using tools and other small equipment.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Regular activities are organised so that children can explore media and materials and try out different ideas. Activities involving music, including making music and responding to sound with body movements, are planned. Children use available props to support their imagination and copy what adults do. They use their senses to discover and express themselves through their own ideas.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- review the planning to include activities which help to increase children's knowledge and understanding of ICT.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.