



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221815

DfES Number: 582155

INSPECTION DETAILS

Inspection Date	19/10/2004
Inspector Name	Veronica Sharpe

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Burrough Green Playgroup
Setting Address	Burrough Green School Burrough Green Newmarket Suffolk CB8 9NH

REGISTERED PROVIDER DETAILS

Name	The Committee of Burrough Green Playgroup 1031074
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ORGANISATION DETAILS

Name	Burrough Green Playgroup
Address	Burrough Green School Burrough Green Newmarket Suffolk CB8 9NH

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

Burrough Green Pre-school is a well-established group managed by a voluntary committee of parents. It operates from a self-contained building in the grounds of the primary school in Burrough Green, near Newmarket. Children have use of a main group room and a side annexe. The pre-school shares toilets and outdoor play areas with the school.

The pre-school mainly serves the local, rural area but attracts some families from the wider area. There are currently 17 children on roll including 6 funded three-year-olds who are eligible for funded nursery education. Children attend for a variety of sessions. There are no children attending with special needs or English as an additional language. The group opens five mornings a week during school term time. Sessions are from 08:45 to 12:15. During the summer term additional sessions are available for older children who will enter the reception class in September, subject to parental demand.

Three staff work with the children each day all of whom have Level 3 qualifications. The setting is a member of the Pre School Learning Alliance (PSLA) and receives support from an early years mentor from the Early Years Development and Childcare Partnership (EYDCP). The pre-school works in close partnership with the primary school, which enables them to share resources and expertise.

How good is the Day Care?

Burrough Green Pre-school provides good quality care for children. The stable staff group are qualified and experienced and work well together as a team. They are developing warm and caring relationships with the children and work hard to ensure children are welcomed into an exciting and supportive environment. Resources are well organised and accessible so children have a wide choice and can develop their own skills and interests.

Children's safety is generally good, although some aspects of the risk assessment need improvement. Good hygiene practice is encouraged and there are sound

procedures in place to ensure accidents and medications are recorded appropriately. Snack times are friendly and social and children enjoy a range of healthy foods. Activities and resources for older and more able children are well planned and ensure children are interested and motivated, however, some of the activities do not always meet the needs of the younger two-year-olds.

The partnership with parents is very good. Staff communicate daily with parents and provide a wide range of written information about the setting. Parents speak warmly and positively about the setting and the caring attitude of the staff. Documentation is generally good.

What has improved since the last inspection?

At the last inspection the group was asked to obtain a copy of the Code of Practice for children with special education needs; ensure the complaints procedure includes the contact details of Ofsted; obtain written permission from parents to seek emergency medical advice or treatment and ensure the register includes children's times of arrival and departure.

A code of practice is available for staff to consult, which has improved their knowledge of the systems for supporting children with special educational needs. The complaints procedure now includes the contact details of Ofsted, so parents know who to report any concerns to. A register is completed by parents and includes the times of arrival and departure. This ensures staff know who is in the building and improves children's safety in the event of an emergency. Written permission to seek emergency advice or treatment has been sought from all parents so that children can receive necessary help from medical professionals if required.

What is being done well?

- Staff work hard to present children with a warm and stimulating environment. The rooms are well decorated with children's photographs and art work, which enhances their self esteem.
- Children enjoy a social and relaxed snack time, they eat a variety of healthy and interesting snacks, including fruit and vegetables they have grown themselves.
- Staff have an excellent understanding of good behaviour strategies, they are patient, warm and caring and are good role models. As a result children learn to be kind and supportive to others and their behaviour is very good.
- Staff have built up warm and trusting relationships with parents. They exchange information about children's well-being daily and share knowledge both informally and formally. Parents are invited to support the setting by serving on the committee or by taking part in social and fund-raising events.

What needs to be improved?

- policies and procedures, some of which need extending or amending.
- risk assessment of shrubs & trees in garden and play area.
- equal opportunities - development of activities for two years olds, for example by implementing the Birth to Three Matters programme.

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
14	Devise and implement a procedure for what to do if a child is lost.
6	Make sure that potential hazards in the outdoor areas are minimised, particularly berries on trees or shrubs that are accessible to the children.
9	Further improve the range of activities for younger and less able children.
13	Further improve the child protection procedures so they include what to do if allegations are made against a member of staff.

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 Burrough Green Pre-school is of high quality. It enables children to make very good progress towards the early learning goals.

The quality of teaching is very good; staff have a sound understanding of how children learn and organise a rich and inspiring range of activities that ensure children progress very well in all the areas of learning. Staff interact skilfully with the children, questioning them and encouraging them to extend their own learning. They are kind and supportive and have high expectations of children's achievements, which are celebrated in photographs and displays.

Planning effectively covers all the areas of learning. Assessments are detailed and are used by staff to inform future planning and identify the needs of individual children. Plans and assessments include differentiation so that older and more able children continue to be challenged and motivated. There are effective systems to support children with special educational needs though there are none on roll at present.

The leadership and management are very good. Staff work closely together with the committee to provide a supportive learning environment for the children. Plans for the future development of the setting are in place and the opinions of parents and professionals are sought to further improve the quality of care and teaching. Although staff do not attend training frequently, they seek advice and support from other early years professionals so their practice remains up to date.

The partnership with parents is very good. Parents receive good information, both formal and informal about the setting and the children's education. They are invited into the setting to share their interests and skills and have regular meetings to discuss children's progress and well-being. At present parent's contribution to the children's educational records is informal and irregular.

What is being done well?

- Children's knowledge of their local environment is excellent, they go for walks, look at natural features and collect objects such as conkers and leaves, which are then used in practical activities. They take part in local events and join with the reception children for festivals or special events, such as "hedgehog day".
- Mathematical skills are developed using an imaginative range of practical activities. Children measure, estimate and weigh using conkers and fruit. They play with money in the "shop", selling flowers and fruit, adding up and giving change.
- Staff are good role models, they are kind and sensitive and encourage

children to be kind and tolerant. As a result children show concern towards others and support their younger or less able peers with patience and good humour.

- Children show their joy and wonder as they explore colour and texture in messy activities such as soap bubbles, pasta, gloop, play dough and sand. Photographs of the children at play enhance their self esteem and develop their love of arts and crafts.

What needs to be improved?

- further opportunities for parents to formally contribute to the records of children's learning.

What has improved since the last inspection?

The overall progress since the last inspection is generally good. Staff have developed meticulous systems for planning and assessment, which enables children to make very good progress in all the areas of learning. Frequent monitoring and evaluation of the plans, focus activities and assessments ensures practice remains excellent.

The system for enabling parents to contribute formally and regularly to the records of children's progress still needs further development. This is to ensure information is collected and used consistently to improve knowledge of children's attainments.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing their confidence, they access resources independently, but confidently ask adults for help. They are beginning to sit quietly at circle time and enjoy social conversations at snack time. They join in enthusiastically with group activities, such as the bear hunt and are kind and supportive to each other. Their behaviour is excellent in response to the high expectations of staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen to instruction carefully, they join in with familiar stories and are able to speculate and predict. They chat to each other and organise their own activities. They enjoy a wide range of activities and resources that enable them to develop their mark making, including painting objects with water in the garden and using pencils to create bills and shopping lists.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have many creative opportunities to extend their knowledge of maths. They problem solve by picking up large and small objects with chopsticks, they estimate how many cups are needed at snack time and some can take away the correct number of leaves as they fall off the branch. They are beginning to identify simple shapes and show concentration and perseverance when sorting magnetic shapes. Their knowledge of positional language is well developed through parachute play and action games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy diverse opportunities to develop and extend their knowledge of the world around them. They collect natural objects, which they then use to extend knowledge of maths, such as weighing conkers. They plant, tend and grow fruit and vegetables in the garden and eat the result. They have visitors, such as a radiologist with x-rays, baby brothers or sisters and animals and study maps to find out where Father Christmas lives. They use technology such as robotic toys and a digital camera.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop their skills in the outdoor area every day, they pedal bikes and trikes and play with the parachute. They enjoy a range of action songs and games and learn to skip, hop and crawl under and over objects. They have opportunities to build using small and large construction and are developing use of tools such as scissors and hammers. They are learning independent self care and know their bodies need water when they are active.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children play with soap, clay, paint, playdough and pasta. They have very good opportunities for role play, making good use of resources to create a garden centre or a travel agent. they sing a range of familiar songs and rhymes with enthusiasm and confidence and enjoy learning new songs. They use musical instruments, imitate the wind with their voices and dance and move to music.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- parent's opportunities to contribute their knowledge about their children's learning on a more formal and regular basis. This will enable staff to widen their knowledge of individual children's progress and further identify their interests and abilities.

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.