



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 314591

DfES Number: 514809

INSPECTION DETAILS

Inspection Date 13/07/2004
Inspector Name Christine Tipple

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Burlington Pre-School
Setting Address Burlington Infants School
Pinfold Lane
Bridlington
East Riding of Yorkshire
YO16 7AF

REGISTERED PROVIDER DETAILS

Name The Committee of Burlington Pre-School 1038558

ORGANISATION DETAILS

Name Burlington Pre-School
Address Burlington Infant School
Pinfold Lane
Bridlington
North Humberside
YO16 7AF

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

Burlington Pre-school has been registered since 1983. The group operates from a portakabin in the grounds of Burlington Infant School in Bridlington, of which the pre-school has sole use. They are self-contained and have an enclosed outdoor play area. They serve the local community, which has a range of needs. Children can attend for a variety of sessions provided.

The group opens Monday to Friday 09:00-11:30 and 12:45 -15:15, term time only. There are currently 49 children on the register aged from 2 years 6 months to 5 years old. Of these there are currently 25 funded three-year olds and 23 funded four-year olds. The pre-school provide support for children with special needs and English as an additional language.

There are presently seven core staff, both full and part time, who work with the children. Six have a level three childcare qualification and one has a level two. The pre-school have completed the Pre-School Learning Alliance accreditation scheme, and receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Burlington Pre-school provides good care for the children. Staff offer a caring and welcoming environment to both the children and their parents. Space is organised effectively to support the individual needs of the children, they are able to move around freely and make selection and choices during the session. Children are happy and relaxed in their surroundings, which enables the children to feel secure. Staff work well together as a team and are supported to attend training, however this needs to be extended in child protection.

The pre-school gives high priority to the children's health and safety, this is monitored on a regular basis. There are systems in place to deal with a range of emergencies. Children are recognised as individuals and their differing needs met. Routines are in place that enable children to be confident and enjoy their time at the group. Behaviour is managed very well by the staff in a caring and consistent way.

Children have access to a range and variety of toys and resources that provide them with positive activities and experiences. Staff promote a learning environment that enhances the children's progress and self development through the positive and effective relationships established.

Partnership with parents is good and there is a range of information provided for them in all areas of the groups practice. There is a welcome pack and regular newsletters issued. Parents have daily contact with their child's key worker, which is encouraged by the staff. There are additional sessions in the year for parents to have more information on their child's progress. They also have the opportunity to be part of the management committee. All records and other documentation are in place and are made available.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff work well as a team and they are developing staff appraisals, there is good support for staff to attend a range of training throughout the year. The group have completed the Pre-school Learning Alliance accreditation scheme. There are policies and procedures in place that are comprehensive and ensure the health and safety of the children attending and maintain an effective learning environment. Staff have positive relationships with the children that enables them to be confident and secure in their surroundings.
- The staff provide the children with a range and balance of activities that promotes their learning opportunities. This is supported with a good selection of toys and resources both inside and outdoors. Staff interact with the children appropriately and positive relationships are developed that enable the children to be confident in their learning.
- Behaviour is managed effectively by the staff, this is supportive of the individual needs of the children. They feel secure and are aware of the boundaries and routines in place. Staff provide a caring, supportive and consistent approach with the children.
- Partnership with parents is very good, they are provided with a range of information that is presented well. There are policies and procedures that provide information and details that enables parents to be confident in the care their children are given. There is daily contact with their child's key worker that is encouraged, this provides a shared approach to their child's development. Additional sessions are provided in the year for parents to have more opportunities to discuss and comment on their child's learning and progress.

What needs to be improved?

- the staff's knowledge of child protection issues.

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
13	Develop staff's knowledge and understanding of child protection issues.

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

How effective is the nursery education?

Burlington Pre-school is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The pre-school offers a welcoming environment where children settle well and can develop good attitudes to learning.

The quality of the teaching is very good, staff are enthusiastic and work together as a team. They provide a range and balance of interesting activities and experiences both indoors and outside. Resources are well presented and accessible, this supports children's ideas and develops their creative skills and personal independence. Children are able to use numbers to solve simple mathematical problems in their everyday activities. The ongoing opportunities for children to explore the natural world and access information technology is good. Interaction and support by staff encourages and extends children's use of language and ability to communicate confidently. Good opportunities are provided for children to develop their fine and gross motor skills. Planning is effective and provides detailed information that reflects the individual learning needs of both three and four year-olds. Children's behaviour is managed very well, staff provide positive role models. Assessments of the children are detailed and effective in informing future planning.

The leadership and management is very good, there is a strong commitment to developing the quality of the nursery education. There is a monitoring system that assesses the areas to improve and extend what is done well. Staff have regular opportunities to attend a variety of training relevant to their needs.

Partnership with parents is very good. There is a range of information provided that covers all areas of the groups provision. Daily contact with the key worker offers parents a consistent contact. Regular opportunities are available for them to view and discuss their children's records and contribute to this. They can also be part of the management committee.

What is being done well?

- Children are provided with excellent support in their personal, social and emotional development. Staff have a good understanding of the individual needs of the children. They are confident in their surroundings and are motivated to learn, this impacts on all areas of the early learning goals. Staff work consistently in managing the children's behaviour in a supportive and caring way.
- Staff work as a team in the planning of activities, use of resources and equipment to promote the learning outcomes for the children. Interaction with staff and children is good and promotes regular opportunities for the children to express and extend their language skills. There are resources that assist the children in their use and recognition of numbers in their play and to

enhance their skills in simple problem solving in all areas of the provision. Children use the outside area to explore the natural world, and develop their physical skills. They are able to self select and make decisions in their play, which is effective in developing their creative skills.

- Staff are supported to access regular training that enhances the quality of the care and education provided. They are confident in their understanding of the early learning goals and stepping stones. They assess the children and plan effectively for their individual needs. Monitoring and self assessment supports the ongoing development of the group.
- Partnership with parents is excellent and staff provide a good range of information and opportunities for parents to be informed of their children's progress. The group operate a key worker system that gives parents a consistent daily contact. Sessions are provided at regular intervals to extend the information offered daily and discuss with parents their children's progress more fully and encourage their contribution and comments.

What needs to be improved?

- the ongoing development for children in their mark making and writing skills.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Staff have introduced measures that have been effective in exploring sound. They have an appropriate person who has accessed relevant training to identify and support children with special needs. These were raised as key issues in the previous inspection report.

The purchase of a range of musical instruments have enabled the children to explore sound in a variety of ways to develop movement and in supporting language and recognition of letters. The group have appointed a Senco that has responsibility with staff in identifying children that have any special needs and to ensure appropriate support and individual plans are established relevant to that child's needs. This staff member liaises with parents and other relevant agencies to ensure continuity of care and provision.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident in their surroundings and able to express their ideas. They relate well to each other and staff. Children are able to work independently and in group situations. They are motivated to learn. Children's behaviour is good and they are able to take turns and share and make decisions in their play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to express themselves and interact well with each other and adults. They use language to describe and act out in role and imaginary play. They have opportunities to mark make and formulate letters and are able to recognise their names. Children use phonics to link sounds to letters, this is supported with a good selection of displays of words and letters. Children are confident in the use of books for pleasure and as a resource.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children throughout the session are able to use numbers to solve simple mathematical problems and to use more and less in the variety of play opportunities offered. Children are confident in counting to 10 and beyond with the older children. They are able to recognise shapes and use positional language, to explore size through construction and models and practice sequencing through games and resources provided.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children have good opportunities to explore and investigate their surroundings through their senses, use of tools and the variety of equipment provided. They are able to build and use various resources to join and assemble models and materials together. Children are competent in the use of the computer and use it effectively. They are able to talk about their lives in both past and present experiences with confidence.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children have space to move around with confidence both indoors and outside and are developing positive control over their fine and gross motor skills. Regular opportunities are in place for the children to use a variety of tools to manipulate materials, cut, shape, draw and paint which extends their skills. They are able to climb, balance and practice throwing and catching. Children are aware of their self and bodies when they exercise.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are able to draw and paint in a variety of ways. They have good access to resources that encourage creative ideas through their senses, collage, junk, print. Children have opportunities to use their imagination in their role play, to describe their experiences, going shopping, visiting places, their family. The children have regular access to music and movement, to sing songs and rhymes.

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:
- the ongoing development of mark making and writing skills for children in all areas of the provision.

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.