



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 205699

DfES Number: 555022

### INSPECTION DETAILS

Inspection Date 11/02/2005  
Inspector Name Trudy Scott

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Gunness & Burringham Pre School  
Setting Address Gunness & Burringham C of E School  
Burringham Road, Gunness  
Scunthorpe  
North Lincs  
DN17 3LT

### REGISTERED PROVIDER DETAILS

Name The Committee of Gunness & Burringham Pre-school

### ORGANISATION DETAILS

Name Gunness & Burringham Pre-school  
Address Gunness & Burringham Church of England School  
Burringham Road  
Gunness  
North Lincs  
DN17 3LT

## 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

Gunness & Burringham Pre-School opened in 1987. It is owned and run by a voluntary management committee and has charitable status. The pre-school operates from the dining room of Gunness & Burringham Church of England School, which is located on the borders of the villages of Gunness and Burringham in North Lincolnshire. It serves children and families living locally and in the surrounding area.

There are currently 22 children from 2.5 to under 5 years on roll. Of these, 9 children receive funding for nursery education.

The group is opens Monday to Friday mornings during school term time only. Sessions are from 08:50 until 11:20.

The pre-school employs four staff. All the staff, including the supervisor, hold appropriate early years qualifications. The setting receives support from an early years advisory teacher from the Local Authority.

### How good is the Day Care?

Gunness and Burringham provides good quality care overall for children aged two to under five years.

Organisation and management of the nursery successfully promotes very good team work. Staff are well-supported with effective induction systems, regular team meetings and further training opportunities. Staff have clearly defined responsibilities and know the children well, although currently there is no key worker system in place. A comprehensive collection of policies and procedures underpin the day to day running of the nursery. Good use is made of the available space and stimulating resources to provide a wide range of appropriate activities and experiences for the children.

High priority is given to children's safety. Health and safety policies are consistently followed by staff, to ensure children are safe and well, indoors and outdoors. Staff

actively promote good hygiene practice and encourage children to manage personal hygiene independently. Snack times are well-organised for children to enjoy social interaction, although the range of snacks is sometimes basic.

Children enjoy a balance range of interesting activities, which contributes to them making progress in all areas of their development. Children and staff have warm and positive relationships. Staff are sensitive to children's individual needs and interact skilfully with children to develop their confidence and self-esteem. Effective behaviour management strategies, consistently applied by staff, successfully promote very good behaviour.

Parents receive a warm welcome from familiar, approachable staff. Good quality information is provided for parents in a variety of ways, such as displays, newsletters and through informal discussion. Systems for sharing information are successful in ensuring parents' wishes for the care of their children are respected.

#### **What has improved since the last inspection?**

Not applicable

#### **What is being done well?**

- Team work is very good. Staff are well-supported with regular opportunities to meet together, share information and review work practice. This ensures staff are enthusiastic and motivated and fully understand their roles and responsibilities.
- A good collection of stimulating toys and play materials is provided. This includes many creative resources and an extensive collection of books. Books are invitingly displayed and include stories, rhymes, factual information and a good variety with positive images of diversity.
- Staff and children have warm, positive relationships. Staff show interest in what the children do and say, value their attempts and achievements and give lots of praise. This helps children feel good about themselves and develops their confidence.
- Health and safety has high priority in the pre-school. Effective safety measures include frequent fire drills, daily checks and regular risk assessments on all areas of provision and special events.
- Effective behaviour management strategies are in place and are consistently applied by staff, which ensures children's behaviour is very good. Children follow the excellent models of staff by showing friendliness, courtesy and consideration for others.

#### **What needs to be improved?**

- the procedures for co-ordinating information about the children with the use of a key worker system

- the range of snacks provided for children to include healthy options.

**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	Introduce a key worker system to fully co-ordinate information about the children.
8	Include a range of healthy options in the snacks provided for children.

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

### How effective is the nursery education?

Gunness and Burringham Pre-School provides a happy, secure environment where children make generally good progress towards the early learning goals. Progress in personal, social and emotional and creative development is very good. Generally good progress is made in the other four areas.

The quality of teaching is generally good. Personal, social and emotional development has high priority in the curriculum and provides a firm foundation for learning in other areas. Staff work well together to plan an interesting curriculum, with a balance of focused and freely chosen activities. Group activities are presented in an enthusiastic and lively manner, although these are not always sufficiently adapted or extended for all children. Consistent interest and engagement of staff with children helps children feel secure and develop very good speaking skills. Spontaneous activities and daily routines are used effectively to introduce counting and develop social skills but opportunities to introduce number problems are sometimes missed. Children are offered a wide range of experiences to support their creativity.

Staff know individual children well. They regularly observe children and assess their progress against the early learning goals. However they do not yet use the information consistently to plan the next steps in individual children's learning.

Leadership and management of the setting are generally good. Regular team meetings and clear aims for children's care and learning enable staff to develop a consistent approach to their work. Review and evaluation systems are not yet fully effective in identifying all areas for improvement but there is a strong commitment to continual development.

Partnerships with parents is very good. A variety of good quality information about the pre-school and how children learn is provided. Parents regularly receive information about their children's progress and have many opportunities to be involved in their children's learning.

### What is being done well?

- The high priority given to personal, social and emotional development ensures children develop enthusiasm for knowledge and confidence in their own abilities. This provides a firm foundation for learning in other curriculum areas.
- Staff successfully engage with children to help them become confident speakers. They join in with children's conversations, ask open-ended questions and listen carefully to what children have to say.
- A wide range of experiences are offered to support children's creativity.

These include extensive opportunities to explore paint and other media and materials at their own pace. This enables children to discover what they can do with the materials and develop their own ideas.

- There is a strong commitment to continual improvement. This is reflected in action plans currently in place, access to relevant training for staff and co-operative working with other professionals, such as the early years teacher.
- Parents have many good opportunities to be involved in their children's learning. They receive clear information about their children's daily activities and current topics, which enable them to continue the learning at home.

#### **What needs to be improved?**

- the use of observation and assessment to group children for particular activities and consistently plan the next steps in their learning
- the use of daily routines for children to attempt number problems in meaningful ways.

#### **What has improved since the last inspection?**

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested and motivated in pre-school. They show a sense of belonging as they greet staff and children enthusiastically and choose their own activities. They form good relationships and are considerate to others. Behaviour is very good. Children share, co-operate and take turns. They are moving towards independence as they learn to care for themselves and the environment, for example they tidy away and help at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are becoming confident speakers. They use language effectively for many purposes, such as initiating conversation and planning their play. They enjoy rhymes and practise linking sounds and letters, although a small number of children do not always listen well in group activities. Children enjoy stories and handle books correctly. Several children recognise their name. They use writing materials well to draw and make letter-like marks. Some children write their name correctly.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing good counting skills, many count reliably beyond ten. They are interested in numbers and see displayed numerals around the room. Children engage in sorting and matching activities but do not regularly attempt number problems in meaningful situations. They show good awareness of space, shape and measure in practical activities such as using construction kits and filling containers with natural materials. Children often hear and sometimes use mathematical language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children engage in a range of focused and freely chosen activities which effectively foster their exploration and investigation skills. They regularly access tools and materials to design and make their own ideas. Children are aware of everyday technology and show simple skills in using equipment, but do not always build on and extend skills. Children are learning to appreciate their own community and the wider world in planned topics, visits and everyday activities.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move confidently and safely indoors and outdoors. They successfully negotiate space and obstacles and show consideration for the personal space of others. In daily routines, children are learning about healthy practice. They enjoy regular physical play and are developing some skills in using equipment such as bikes and balls, although are not always fully challenged. Hand eye co-ordination is effectively nurtured through a good variety of activities.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children participate in many activities where they learn using all their senses. For example they feel different textures and fabrics when making collage pictures and see colours change when they mix paints. They represent their ideas effectively with paint and other media. They enjoy musical activities and explore a range of sounds with musical instruments. Children play co-operatively and imaginatively when using role play and small world resources, making up stories from real-life experience.

**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**

- use the information from observations and assessments to group children for particular activities and plan the next steps in individual children's learning
- plan to use opportunities in daily routines for children to practise number problems in meaningful ways.

*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.*