

Burlington Pre-School

Inspection report for early years provision

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Inspector Tara Street

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Type of setting Childcare on non-domestic premises

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Burlington Pre-School is run by a voluntary management committee. It was registered in 1983 and operates from a self-contained building attached to Burlington Infants School in Bridlington. Children have access to a secure enclosed outdoor play area. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open Monday to Friday from 8.30am to 11.30am and from 12.30pm to 3.30pm term time only.

There are currently 47 children on roll who are within the early years age range, all of which are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager, who work directly with the children. Of these, six hold a qualification at level 3 in early years and one holds a relevant qualification at level 2. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle very well and receive a good level of care because the qualified staff work closely with individual children and their families. All children make good progress in their learning and development. They enjoy a wide range of play opportunities in most areas of learning, both indoors and outside which generally cover all aspects of learning well. Outcomes for children are good, and children's safety and well-being are given priority. All members of staff are enthusiastic in their roles and work successfully together to secure continuous improvement as they reflect upon their practice and identify aspects for development.

What steps need to be taken to improve provision further?

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

- extend the range of signs, symbols and pictures, displayed at child height, to reflect a 'number rich' environment and encourage children to be creative in finding and solving problems
- plan and implement a wider range of activities which enable children to explore the local community and develop their understanding of the world around them
- review the organisation of the role play area to ensure children have regular opportunities to select and use activities and resources independently.

The effectiveness of leadership and management of the early years provision

Children are well-protected because all staff have a good understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified staff team supervise the children at all times. The pre-school has robust recruitment and vetting procedures in place. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the pre-school. Staff follow a detailed self-evaluation process and involve parents. This informs the pre-school's action plan for improvement and results in ongoing development of provision and outcomes for children. Good monitoring systems are in place for all the record keeping systems. Policies and procedures are reviewed and updated accordingly and the manager routinely makes good use of a range of rigorous monitoring activities relating to the provision and outcomes for children. Staff promote and support diversity well to help children understand the society they live in. The resources are good, fit for purpose and generally support children in their development.

Successful liaison with parents and carers contributes to improvements in children's achievement, well-being and development. The pre-school places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start which helps staff to have a sound knowledge of each child's background and needs. The pre-school has good links with other early years providers and schools as they recognise the importance of this in helping children with transition to their Reception year. Staff are aware of how to support children with special educational needs and/or disabilities, and those who speak English as an additional language, and have appropriate systems in place to fully support individual children.

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

Children are very happy within the warm and welcoming environment where they have many opportunities to make good progress in their all-round development. Planning documents cover the six areas of learning well and ongoing observations undertaken by the staff enable them to record children's achievements and progress. Staff engage very well with the children and develop positive relationships. They praise children's achievements which motivates them to learn and develop positive self-esteem. An effective key person system enables parents to feel confident and children to feel safe within the pre-school. Staff throughout the pre-school use questioning techniques effectively to extend older children's learning and thinking skills. Such skills ensure they are well prepared for their future success.

Children are relaxed, behave well, are eager to participate in activities and remain actively engaged. They enjoy stories and listen avidly when they are read by staff, joining in with discussions about the characters. They are well supported to mark make and develop early writing skills. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. However, the display of signs and symbols at child height does not maximise opportunities to create a number rich environment. Or, encourage children to be creative in finding and solving problems. Children enjoy music and clearly love to sing and dance, and respond to different types of music from an early age. Children enjoy playing the in role play area. However, this is not always effectively organised to ensure they have regular opportunities to select and use activities and resources independently. Children have access to natural materials and develop good skills as they play with sand, water and a variety of media. Their awareness of the wider world is extended in a number of ways. For example, through daily resources and involvement in a range of activities which look at different cultures from around the world. However, local resources are not always fully utilised to further enhance children's understanding of their community and the locality.

All children take part in a good range of activities both indoors and outdoors which support their physical development. They show good spatial awareness as they skilfully manoeuvre wheeled toys around the outdoor play area and participate in throwing and catching and parachute games. A clear sick child policy and the good hygiene routines followed by the children are effective in helping to prevent cross-infection. Children are learning about the importance of healthy foods. Each day they are provided with nutritious snacks which include a good range of fresh fruit. Staff are fully aware of children's individual dietary requirements and any specific needs are catered for.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met