

Burgoyne Heights Pre-School

Inspection report for early years provision

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Inspector Susan Scott

Setting address Community Centre, Alamein Close, Burgoyne Heights,
Guston, Dover, Kent, CT15 5LY
Telephone number 01304 219319
Email burgoynepreschool@btconnect.com
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).

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

Burgoyne Heights Pre-School opened in 1995 and operates from several rooms in a Community Centre hall, in Dover, Kent. All children share access to a secure enclosed outdoor play area.

This provision is registered on the Early Years Register. A maximum of 40 children aged from two years old may attend the pre-school at any one time. There are currently 44 children from two to four years on roll. Of these, 38 children aged from two years old receive funding for nursery education. The group opens five days each week during school term times. Sessions are from 8.30am to 11.30am and 11.45am to 2.45pm. Children can bring a packed lunch and attend both sessions. Children attend for a variety of sessions. The pre-school currently supports children with special educational needs and /or disabilities and children who speak English as an additional language.

The pre-school employs nine staff. There are six staff, including the supervisor, who hold appropriate early years qualifications. There are three staff members who are working towards a qualification and two staff are working towards a higher qualification. The setting is a member of the Pre-School Learning Alliance. They receive support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel safe because there are good systems in place to safeguard their welfare and to ensure they feel secure and happy at the pre-school. Frequent observations and assessments promote a good understanding of children's needs and preferences enabling them to make good progress in their development. Children experience very good opportunities to explore a variety of activities and to learn English in an environment which is very sensitive to their individual needs. Children benefit from regular, interesting outdoor activities and local trips. Staff promote children's welfare through reflective practice and effective evaluation. Procedures are regularly reviewed and checked. Children's experiences are very positive and these are supported through excellent partnerships with parents and carers.

What steps need to be taken to improve provision further?

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

- ensure that children's next steps are being clearly identified and used in leading future planning
- review the risk assessment for the equipment and premises both indoors and

out.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding and have clear procedures for dealing with a variety of concerns. The records, policies and procedures are well understood by staff who form a strong team and work well together. This effectively supports the welfare of children and enables all children to feel settled and secure at the pre-school. There are clear policies and procedures in place to ensure all children play and learn in a safe environment. Accident and medication records and written consents provide further safeguards for children. Parents are given good information on a variety of issues, including how to raise concerns if they wish to. The pre-school completes daily checks to make sure the environment is safe and suitable for the children to use and the building and facilities are maintained by the army personnel. There is a completed risk assessments covering all identified hazards but this has not been reviewed for some time. The play resources are plentiful, age-appropriate, and checked regularly to ensure they are in good condition, and safe to use.

The staff complete evaluations on the provision and activities, identifying improvements they can make. The staff all evaluate the well-being and involvement of children on a daily basis and make adjustments and changes to enhance the experiences of children. This ensures that children's contributions are valued and reflected through the use of plans which note their interests and activities they enjoy. Staff use a variety of resources and knowledge to support children with English as an additional language and staff have the skills to act as translators for many of the children who attend. Resources and equipment reflect the languages and cultures of all children attending. The children celebrate some multi-cultural festivals and invite parents to share their expertise. All staff are vigilant in noting and responding to children's individual requirements and developmental needs which effectively supports the inclusion of all children. Good relationships with other organisations such as portage and speech therapists support children. Other local adults, such as, the staff from the local school have regular contact with the setting and this provides makes transitions easier for children.

Good awareness of the needs of children and a shared vision for the development of the setting enables continuous improvement in the quality of the provision. The staff communicate effectively with each other and provide positive support and encouragement for all children. Staff participate in a variety of training opportunities and use the knowledge and experience they gain to bring about improvements. This has a positive impact on outcomes for children. A very good two-way flow of information ensures staff regularly make parents aware of children's achievements and any concerns they may have. Staff have very positive relationships with parents and other agencies which enables them to work together to meet the needs of individuals. Children's contributions are valued and reflected through the use of scrap books which show a range of activities and experiences that children experience at the pre-school and enjoy when away from

the group. This provides good opportunities to build upon and share experiences the children have. Staff constantly share information about children and respond to their changing needs promptly. This means that children are effectively supported when they experience difficulties. Information is exchanged when parents attend consultations and can discuss their children's progress twice each year. The newsletters keep parents informed of events at the setting and parents are welcomed onto the management committee. Parents express great satisfaction with the service they receive and the progress their children make at the setting, which they feel is very apparent.

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

Children settle quickly and happily into this safe environment when they first attend. They feel secure in the setting because staff create a calm and nurturing atmosphere which promotes their feelings of trust. Staff frequently record what children achieve, noting their observational assessments against each area of learning and they also record levels of well being and involvement. The information is then used effectively to decide if children need more support and encouragement to access different learning experiences and make progress. The staff construct good opportunities for children to develop their skills and understanding by identifying activities that can be used to support individuals during their staff meetings. These are then incorporated into a variety of plans by key workers although this is a complex system for all staff to operate. However, all staff are all aware of children's development and have accurately identified their individual, and any additional needs. Children benefit from the high staff ratio and receive very sensitive and effective support to enable their progress.

Children are consistently engaged in a variety of play and learning experiences that interest them, such as, the computer. Plans are flexible and take account of children's interests and include celebrations of some special events in the calendar, such as Harvest and Dashain. The staff continually acknowledge children's achievements which promotes their self-esteem. Positive reinforcement and sensitive reminders encourage children to build upon their social skills and learn how to behave correctly. For example, children learn how to take responsibility through requests to return aprons from the toilets to the painting area.

Children enjoy good access to outdoor play every session. For instance, they enjoy the opportunity to ride bikes and use racquets and balls. Staff regularly take photographs of the activities which are children like to view and discuss, and this promotes their communication skills. Children enjoy the variety of vigorous outdoor activities. Children build upon their understanding of a healthy diet when they help themselves to well-balanced snack foods such as, fruits and crackers with cheese at snack-times. They also develop their independence and skills by learning to spread their own crackers with butter. Children learn about healthy lifestyles and they follow good personal hygiene practices by washing their hands independently after using the toilets and before they eat. Children with particular dietary needs are well catered for as staff are familiar with children's allergies and can easily

refer to the records. Children feel safe because there are well planned emergency evacuations which help them to understand safety issues. They learn about fire safety from the regular evacuations practised.

Children happily engage in a range of activities while chatting to staff about their experiences. They particularly enjoy participating in activities alongside staff who enable all of the children to make choices and express their opinions. For examples, children make valentine cards of their own design using a selection of materials such as glitter, cellophane paper, card and glue. They are encouraged to talk about their families and the patience and sensitive encouragement of the staff shows they value every child's contribution. Staff support children's developing communication skills well by skilfully asking questions and prompting children to talk about their ideas and choices. Children enjoy choosing their own activities from those available and often request staff provide a favourite resource for them. Play resources are used well by the children who enjoy a variety of play inside and outside in the secure play area. For example, children build up their confidence and coordination by playing with racquets and balls. They enjoy the wake up and shake up daily routine that encourages energetic responses from the children and have Wellington boots and wet weather clothes to use for outdoor play in varied weather. Children explore the natural world by examining snow and have enjoyed comparing real snow which they collected with fake snow which they mixed from a powder and in this way they learn about textures and properties.

Children hang bird feeders up and learn about nature by observing the birds. They experience good opportunities to make connections with their local community: for instance, by using the local Surestart bus for outings to the beach and meeting staff from the local Surestart centre and the nearby primary school. Children enthusiastically participate in singing and musical activities and develop a good sense of rhythm through use of musical instruments. They join in with action songs involving numbers and build upon their counting skills effectively. Children often discuss colours, shapes and quantities with staff during many of their activities. For example, when they make a variety of art and craft items and when playing board and card games. This results in children who are confident when counting and who are developing their skills in recognising and writing numerals. Children access resources for imaginative role play, including costumes and cooking utensils, dolls and buggies. There is a computer with software programs for their use which helps them to learn how to follow instructions and to develop their fine motor skills. They enjoy responding to the challenges set by the computer program and have learned to read some key words such as, dog and fox.

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	1
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	1

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	1
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