

# Burford Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	134452
<b>Inspection date</b>	16/02/2011
<b>Inspector</b>	Tom Radcliffe

<b>Setting address</b>	Burford Pre School, Tanners Lane, Burford, Oxfordshire, OX18 4NA
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<b>Type of setting</b>	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**

Burford pre-school is run by a committee. It opened over 30 years ago and has been registered with Ofsted for the maximum amount of time possible. The setting operates from a single large main playroom in a purpose-built building. It is situated in a rural location in Burford, Oxfordshire. A maximum of 30 children may attend the nursery at any one time; all of whom may be in the early years age group. The nursery is open each weekday from 9.00am. to 12.00 noon in term time only except on Tuesdays when it is open until 2 pm. All children share access to a secure enclosed outdoor play area. There are currently 21 children in the early years age group on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four. Children come from a wide catchment area to attend the pre-school which employs three members of staff; all hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The well organised and child-friendly setting works effectively to meet a range of children's needs. It treats each child as an individual with their own interests and level of motivation. Most children thrive in the setting as they access enjoyable and interesting activities where they can be very independent and make choices about their play. The setting uses partnerships well to support children's progress which is generally good. Processes of self-evaluation enable the provider to make decisions about improving the level of provision. This has led to improved outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- develop the use of assessment information to ensure that children's progress to early learning goals is fully understood.
- plan activities more effectively to ensure that children's individual learning needs are met more thoroughly.

## **The effectiveness of leadership and management of the early years provision**

Parents are able to read informative written policies and procedures to gain an understanding of the setting and its work. This ensures that it is managed safely and efficiently and in the interests of its users. Children are safeguarded as

knowledgeable and trained staff implement effective policies consistently. All adults are vetted for suitability, visitors are monitored and children are supervised well. All aspects of the setting, including outdoor spaces and when children have outings into the locality, are risk assessed to minimise potential hazards. Children play safely in a secure environment and in many cases direct their own play, this helps to promote their confidence and ability to make decisions. Children's good health and well-being is promoted by staff, for example, as they implement hygienic daily routines or manage illness or minor injuries.

The provider uses processes of self-evaluation that draws information from a range of sources. This includes children, parents, staff and the local authority. This whole team approach allows all to contribute to target setting and priorities for improvement. As a result there have been improvements made since the last inspection. The manager leads a committed team that has the interests of children as a high priority. The setting's progress towards agreed targets is monitored in a systematic way. In addition the setting has very positive partnerships with parents who value its work and the role played by key persons. In addition the setting works with an understanding of the importance of wider partnerships to support the ongoing learning and development of children. The setting has experience of supporting children who may have additional learning needs.

Children play in a spacious, attractive and mainly stimulating environment. Resources are arranged and presented to children to promote their all round learning and development. Staff play an important part in this as they facilitate the choices that children make while making timely interventions when they consider them necessary. This ensures that children's play is interesting to them and that opportunities to enhance their understanding are not missed. The setting promotes inclusive practice at all times as it treats each child as an individual with the ability to build on what they can already achieve. Staff also enable the children to have a good understanding of their diverse world through well planned activities, visiting speakers and the resources that they regularly use. Many displays in use in the setting remind children of aspects of the world that they live in.

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

Children make progress in the setting as they access largely appropriate learning opportunities which are mainly child-led. The setting ensures that it has a good understanding of individual children's starting points and interests. Staff use careful and unobtrusive observations on children to gain an overview of the progress that they make. They also gather information about how children interact with each other and with their play opportunities. Staff use assessment information to track children's progress towards early learning goals and when designing future learning activities. This does to some degree ensure that children face challenge as they grow. However the use of assessment and planning are not sufficiently developed to ensure that children's progress reaches its maximum potential.

As children make choices they decide independently to move to music, use

dress up resources and mark making equipment. Children enjoy including adults in their play and bake cakes for them using role play equipment. They also access construction sets, small world equipment and a range of age appropriate puzzles and games. When working with a more direct adult lead children learn about letters and sounds, use numbers accurately and share books with interest. During these times adults ask well crafted questions which promote children's communication skills and their spoken vocabulary. The setting gives a high priority to written language as children experience labels, written instructions and their own written names. During snack time adults continue to have meaningful conversations with children which contribute to the purposeful atmosphere within the setting. Children enjoy outdoor play experiences in the setting's recently enhanced facilities. The setting has a good understanding of the Early Years Foundation Stage and of how young children learn.

The setting promotes children's welfare well. All children are safeguarded and have an age appropriate understanding of their own safety and that of others. Children's behaviour is very good as they take responsibility for their own play, share and take turns. Adults make a telling contribution to this through skilful behaviour management. Children have a good understanding of the varying needs of other children, for example, as they find out about those who may have a hearing loss. In addition children are able to develop their ability to concentrate, build their skill base and understand that different activities require different responses, for example, in whole group time or in individual play.

The setting promotes outcomes for children effectively. Children are very happy as they play and enjoy using their imaginations, creativity and spoken language. Most children are motivated to explore as they feel very secure in the company of adults and other children. In addition they understand about keeping themselves safe, for example, as they undertake nature walks and act as pedestrians. Children learn about healthy lifestyles and choices as they talk about healthy eating and enjoy being active. Children usually have a good attitude to the challenges that they face and to the expectations that adults have of them. Children generally acquire skills and abilities which are appropriate to their age and their progress ensures that most children are prepared well for future learning needs.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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