

Burpham Pre-School

Inspection report for early years provision

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Inspector

Amanda May

Setting address

Church of Holy Spirit, New Inn Lane, Burpham, Guildford,
Surrey, GU4 7HN

Telephone number

07964884872

Email

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

Burpham Pre-School is managed by a parent committee. It opened in 1967 and operates from the Church of Holy Spirit. The group have use of the main hall, two side rooms, a kitchen and toilet facilities. Although the group have sole use of the main hall, some external users also use different parts of the church building. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend at any one time in the early years age range. The setting is open on Monday, Tuesday, Wednesday and Friday mornings, during term time only from 9.15am to 12.15pm with the option of staying until 1pm for lunch. The children share access to a fully enclosed area for outdoor play.

There are currently 36 children on roll in the early years age group. There currently are no children on roll in respect of the compulsory and voluntary parts of the Childcare Register. The group is in receipt of funding for the provision of free early years education to children aged three and four years old and supports a number of children who speak English as an additional language and children who have special educational needs.

The setting employs seven members of staff. Of these, six hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in their development and are happy and settled as they attend this pre-school. They have an excellent awareness of others and close friendships are evident between children and the staff who are committed to meeting each child's needs. Generally staff work hard to build partnerships with parents and others to ensure that children's needs are well catered for. In most cases staff have a good understanding of the learning and development requirements and therefore are well positioned to support children in their progress. Robust evaluation of the setting and daily practices ensures that staff have a good understanding of the provision and that future plans are well targeted to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- review and develop how observations are used to recognise and support children's individual next steps in learning and enhance opportunities to support these through utilising children's key individual interests

- enhance partnership working with other early years settings which children attend, in order to share appropriate information and provide care and learning support in a consistent and coherent manner.

The effectiveness of leadership and management of the early years provision

Children who attend the setting are effectively safeguarded through appropriate and robust procedures. The manager and her deputies demonstrate a good understanding of ensuring that appropriate suitability checks are made of staff which helps to safeguard children. Thorough risk assessments also ensure that staff have a practical understanding of potential hazards and these are immediately minimised, for example through ensuring a low visibility area of the playground is made inaccessible to children. Staff are vigilant as children play and deploy themselves very well to promote children's interests in activities and provide support and help to children as and when required. Resources are interesting and attractively displayed and children visibly enjoy using a well-equipped outside play area to enjoy role play as they hang washing and explore a range of play dough, water and sand toys.

Children all participate fully with the activities on offer and staff demonstrate a very good awareness of each child and their particular needs. For example, when a key-person notices one of the children in her group becomes upset as they arrive in the morning, she quickly bends down to give them a big cuddle before introducing them to an activity which quickly grabs their interest and settles them. Children who attend with special educational needs are integrated fully with the activities on offer and staff have very good external partnerships with other professionals who visit the setting and provide advice and support. As a result, staff are well informed and children benefit from receiving consistent levels of support and care. High quality partnerships are also evident between local schools and pre-schools in the area, although some relationships with childminders are less well developed and children who attend both provisions do not receive such consistent support to compliment that received elsewhere.

Staff work exceptionally well together as a team and eagerly share ideas and suggestions to develop activities and share key information about each child's needs and achievements. Staff meetings help to ensure a joined up approach to working and provides opportunities to review successful areas of practice and develop improvements to enhance any weaker areas effectively. Previous developments have included buying a portable hand-washing device, which now allows children to be independent in their own hygiene routines before enjoying a snack or their lunch. The current manager plans to retire in the near future and two current senior members of staff will be taking her place. In response to this, re-development plans are already underway to ensure a smooth transition for the parents and the children.

Partnerships with parents also support ongoing improvement of the setting and plans are currently being developed around how to encourage their full participation with the group's evaluation process. Parents state that they are very

happy with the service which the pre-school provides and respond very well to the many social events organised to help parents get to know one another. They also explain that they are kept well informed about their child's progress through parent mornings as well as the opportunity to get verbal feedback at the end of each session. This is a valued aspect of the provision and forms the basis of highly successful partnerships with parents and carers.

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

Children enjoy participating in the wide range of activities on offer and explain that they have lots of fun when they come to pre-school. Staff are very aware of children's interests and work with parents to encourage information sharing regarding family events and special holidays which the children talk enthusiastically about with staff as they arrive in the morning. Children confidently arrive and quickly settle in their key groups as they enjoy a small group activity together. Children are confident and happy in these groups and the organisation of this part of the day ensures that staff get to know their key children very well and ensures that children develop strong friendships with their peers. Children enjoy a range of exciting activities during this time, such as reading a story while exploring a range of props. Children get involved in animated discussion about the characters while developing their use of communication and interest in early literacy.

During children's play, staff are very good at using questioning techniques to support children's understanding and involvement in a range of activities. Children work cooperatively to match and sort a variety of pebbles which they previously painted together. They confidently match and sort the colours and numbers, smiling proudly at their achievements. Staff observe children in their play and use these observations to track their achievements effectively. Some staff are very confident in how they can utilise observations to compliment future planning and support children's next steps, however others are less confident concerning how children's interests can be used to promote future learning opportunities.

Children's awareness of others and their enthusiasm to participate is outstanding. They are fully engaged in their chosen activities and behave impeccably. Children happily share resources and are able to rectify their differences quickly and without adult intervention. Staff support children's awareness of others through including a wide range of planned events, which include visitors such as fire fighters and reptile specialists, coming in to talk to the children. Previously parents have also come in to share their own cultures and beliefs, for example through wearing traditional dress and cooking foods to celebrate different festivals, such as for Chinese New Year. Children eagerly tell me about the visit they had from the fire fighters and it is clear that this has supported their understanding of keeping themselves safe. This is further confirmed as they explain confidently what action they should take in case of a fire. Children's health is equally well promoted as they develop a love for the outdoors, for example giggling happily as they run around outside, chasing after balls.

Children have close relationships with staff and one another and display high levels of self-esteem and confidence. Staff support this very well through allowing children to display their own work on magnetic notice boards around the main hall. Children enjoy being able to view their work on display and have a strong sense of pride in their own achievements. The activities provided for children ensure that their skills of problem solving and communication are particularly well supported. This ensures that children are developing the skills required for a successful future while having lots of fun.

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