

Burton Pre-School

Inspection report for early years provision

Unique reference number 317487
Inspection date 12/05/2011
Inspector Sandra Williams

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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).

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

Burton Pre-School is run by a committee and has been registered since 1991. It is registered by Ofsted on the Early Years Register and both parts of the Childcare Register. It operates from the Memorial Hall situated in the centre of Burton-in-Kendal. The children have access to one large room and associated facilities. They also have access to an enclosed outdoor play area.

The pre-school is open on Tuesdays from 9am until 1pm; on Wednesdays and Thursdays from 9am until 12noon, and on Mondays and Fridays from 9am until 3pm, during term times only. A maximum of 48 children in the early years age range may attend at any one time. There are currently 53 children in the early years age range on roll, of which, 33 are in receipt of funding for early years education. The setting offers support to children with special educational needs and/or disabilities and children who have English as an additional language.

There are seven members of staff who work with the children, all of whom hold appropriate early years qualifications to a minimum of National Vocational Qualification Level 2 and 3. One member of staff holds the Early Years Professional Status and the manager is working towards an early years foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are well met at this friendly pre-school as their unique qualities are recognised and respected. They are making good progress in most areas of their learning and development. Children are safeguarded well due to the robust safety procedures in place. Good partnerships with parents and other providers effectively promote a consistent approach to the children's care and learning. The self-evaluation and monitoring systems ensure continuous improvement and the staff have a clear understanding of their strengths and areas for development.

What steps need to be taken to improve provision further?

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

- enhance children's learning about diversity by increasing the amount of resources and positive images of diversity in the environment
- improve the balance between indoor and outdoor play opportunities for the children by developing systems to enable children to access the outdoor area more as part of the continuous provision.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the staff have undertaken safeguarding training and have a good understanding of their responsibilities for keeping children safe. Robust procedures are in place to ensure any concerns about the children are dealt with effectively. The clear recruitment procedures ensure that the staff are suitable and safe to work with children. Children are kept safe due to the vigilance of the staff and the good levels of supervision provided. Risk assessments are thorough and minimise risks to children whilst in the setting and on outings.

Strong partnerships between parents and staff exist. Parents receive very good information about the setting, such as, a very informative prospectus and information displayed on the notice board. There are good systems in place for gathering information about the children's development prior to them starting at the pre-school. The staff undertake home visits and complete 'All about me' forms so that they get to know the children's individual needs. Staff encourage parents to be involved in their children's learning and keep them well informed about their children's progress. The staff also have positive links with other providers and agencies, such as, staff at the local school. This ensures that children and families receive a cohesive service.

The staff promote equality and diversity well as they have undertaken training and they follow their equal opportunities policy. The pre-school is an inclusive and welcoming environment where children's different beliefs and religions are well respected. Children with additional needs are well supported by committed staff who have a good understanding of their individual needs. Children generally learn about diversity by playing with the multicultural toys and books available. However, the range of resources and positive images of diversity are currently limited. The deployment of staff and resources is good and children are supported to make independent choices and move easily from one activity to another. The high level of commitment by staff clearly demonstrates how they strive to maintain their professional development and continuous improvement through self-evaluation. They undertake a number of training courses and are able to demonstrate how they apply their knowledge to their practice. The clear, written policies and procedures in place ensure that all staff promote children's health, safety and well-being effectively.

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

Children are happy and settled at this pre-school and clearly enjoy the stimulating and friendly atmosphere. They feel safe in the care of the staff with whom they have developed close and trusting relationships. The staff teach the children about staying safe by setting simple rules. For example, they do not run inside and they tidy up their toys so that they do not trip over them. They also enthusiastically sweep up the sand and compost so that they do not slip on it. They have visits from the community police officers who talk to the children about safety issues.

They have plenty of opportunities to adopt healthy lifestyles. The children follow good hygiene practices as they wash their hands at appropriate intervals. They learn about making healthy choices as they enjoy nutritious snacks and they are able to help themselves to drinking water. Outdoor play in the fresh air promotes the children's health and well-being; however, the children are currently not able to access the outdoor area freely as part of the continuous provision. During weekly physical education sessions the children learn about the importance of warming up their bodies and stretching their muscles before exercising and then cooling down afterwards. They learn self-care skills as they put on their coats before they go outside to play. They also learn to help each other, for example, as they wash their hands before snack, they take turns to pump the water in the tap for each other. The children are well-behaved and they understand and respect the boundaries in place. They are encouraged to play nicely together and share the toys and take turns.

Children are making good progress towards most of the early learning goals. They are well supported by enthusiastic and experienced staff who have a clear understanding of the learning, development and welfare requirements of the Early Years Foundation Stage. Planning for activities is clearly based on children's individual needs and interests. The staff have an accurate knowledge of each child's stage of development in their learning and keep clear records of their progress. They effectively use this information to inform future plans for each individual child's next steps in their learning. The exciting and stimulating range of activities that are readily available to children fully promote their all round learning and enjoyment.

The children enjoy choosing from a good range of books from the mobile library and the pre-school book corner. They sit quietly at story time and listen eagerly to the story and answer questions appropriately. There are many opportunities for the children to make marks with paints, crayons and chalks. Children have a growing awareness of numeracy and problem solving as draw numbers with chalk on the ground outside. They learn how to use everyday technology as they play on the computer and other programmable toys, such as, cameras and remote control toys. Their creativity is encouraged through creating pictures using craft materials as well as engaging imaginative role-play, dressing up and musical instruments. Their knowledge and understanding of the world is developing as the children enjoy planting and growing vegetables and herbs. They know that the plants need water and sunlight to grow. They also learn about nature as they visit the forest school each week. They learn outdoor skills, such as, making shelters, climbing trees, making camp fires and playing hide and seek. Overall, the children clearly enjoy their time very much at this pre-school.

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