

# Burghclere Pre-School and Toddler Group

Inspection report for early years provision

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<b>Unique reference number</b>	110412
<b>Inspection date</b>	08/06/2011
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<b>Email</b>	
<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

Burghclere Pre-School and Toddler group is a committee organised setting and has been registered since 1999. The setting uses the Portal village hall in Burghclere, Hampshire. They use part of the hall grounds for outside play.

The pre-school is registered to care for up to 26 children aged between two and five years old. Currently there are 35 children on roll, including 26 children who are in receipt of government funding for nursery education. The setting is registered on the Early Years Register and the voluntary and compulsory part of the Childcare Register

. The pre-school opens on Monday - Friday between 9:00am-3.00pm, during school term times; children may attend morning or afternoon sessions and the lunch club. The setting is not open the first Wednesday in each month. They welcome children with learning difficulties or disabilities and children who speak English as an additional language.

There are seven members of staff working with the children, six of these have relevant early years qualifications at level three or above. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of the provision is satisfactory. Some aspects of the provision are good including the partnership with parents. Children are happy and confident in this happy environment where the kind and caring staff are very attentive. They experience a variety of activities which encourage their interests although their skills are not consistently extended across all areas of learning and links are not made with other settings, children attend. The managers enthusiasm, clear plans for development and evidence of improvement since the last inspection indicate the setting has a good capacity for continuous improvement.

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

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

- improve opportunities for children to undertake activities which encourage all six areas of learning both indoors and outside.
- increase staff awareness of the learning potential in each activity enabling children to build on their individual skills and be challenged
- improve continuity and coherence by sharing relevant information with other settings children attend

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

Comprehensive safeguarding policies are in place informing parents and staff of the settings role in safeguarding children. Arrangements are robust, regularly reviewed, carefully managed and understood by the staff. Good care is taken to ensure staff are suitable to work with children through effective recruitment and checking procedures. A detailed well informed risk assessment is available in addition to daily check lists to ensure that potential risks are managed effectively. The majority of staff hold first aid qualifications ensuring that accidents can be dealt with effectively and safely. Good use is made of all the available space both indoors and out and attractive resources are stored to enable children to have easy access.

Information gathered from parents enables staff to have a good understanding of children's interests when they join the setting, enabling the staff to quickly engage the children in activities they like. Pictures, books and welcome messages all reflect a diverse community and help to encourage children's awareness of others. Staff identify children's needs for additional support through their careful observations and sensitively seek further advice and support through positive relationships with parents and other professionals. The setting welcomes and makes good use of the support, help and advice from the local authority. Positive links with the local school aid children's transition however, currently links have not been made with other settings children attend. Good communication with others involved in children's care aids continuity and a better understanding of the child.

Parents comment favourably on the service offered, they feel introductions are good, the children are confident and happy and staff are welcoming and knowledgeable. They are kept well informed of progress and some enjoy reading their children's folders and adding their comments. Attractive notice boards provide information about the days activities, policies and other child related information. A regular newsletter also helps to ensure parents are kept well informed.

Staff, parents and the committee have been involved in the self evaluation of the setting and an appropriate action plan has been followed identifying and improving aspects of the provision. The setting is now well equipped and welcoming to young children and their families. The manager is enthusiastic and ambitious and is keen to sustain and continuously develop the quality of the provision. However, children are currently not sufficiently challenged and staff miss many opportunities to encourage and extend their learning.

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

Children demonstrate a well developed confident awareness of how to keep themselves safe and many demonstrate their knowledge without adult prompts.

For example, children remind each other to walk indoors. They all learn to evacuate the premises quickly and efficiently when the fire drill is undertaken. Before outings they talk about safe behaviour and learn the importance of staying together and listening to the adults. Most children separate from their parents confidently and settle into their activities swiftly indicating they feel confident and secure. The simple familiar routines to the day add to their sense of security enabling them to feel confident in what will happen next.

Children demonstrate a clear awareness of the need to wash their hands before food and after toileting. The low level sink enables them to do this safely and independently. Children manage their own toileting needs confidently and staff patiently assist children who are toilet training. Physical activity is a key activity for the young children everyday and they have ample opportunity to develop their physical skills both indoors and outside. They ride tricycles, push along vehicles and use stepping stones with increasing co-ordination. They demonstrate increasing fine skills as they use pencils to draw and cutters in the dough. Children are encouraged to eat a healthy diet and have regular drinks of water. Snack time is a social occasion when the children participate in a snack cafe. They help themselves to crackers, cheese and fruit and pour their own drink of milk or water with supervision, increasing their independence. Staff are aware of allergies and ensure good care is taken when required.

Activities are planned taking into account children's interests. For example, children returning from half term talked about their camping holidays . Staff helped the children to set up a tent with material and the children enjoy climbing in and out of the sleeping bags and acting out their holiday experiences. Staff participate and listen to the children well. Indoors the children have easy access to a range of resources which are clearly labelled and easily accessed. Very good use is made of the book area, the good quality attractive fact and fiction books are attractively displayed enabling children to see the covers and select the books that interest them. Children confidently call to the staff to ask them to read stories and the staff willingly do, ensuring everyone can see the book. The children listen, anticipate and identify familiar characters and items in the books. This simple activity increases children's awareness of the written word, helps to develop imagination and encourages language development very well. Mark making materials are available indoors along with glue sticks and ready cut colourful shapes. However, the children do not have easy access to resources to extend their skills. For example, they cannot easily access safety scissors or use cutting implements in the dough. Preschool children with supervision develop their confidence , awareness of safe behaviours and fine skills when they are given opportunities to use these tools. Children are growing runner beans and flowers in the garden and some know the importance of watering them each day. Access to construction toys and puzzles aids the children's awareness of shape, position and size as they build and complete puzzles. Whilst adults do engage with and encourage children to participate they do not encourage their development sufficiently, taking into account each child's abilities and consequently some children are not sufficiently challenged. Adults do things which children could do for themselves on some occasions limiting the learning potential in the activity. The setting has the resources to ensure children have access to activities which encourage all six areas of learning however these are not always sufficiently evident particularly in the

outdoor environment.

Children appear happy and settled in the setting, they build good relationships with the staff and their playmates. They play independently and co-operate with adults well. Staff manage behaviour well, setting a good example through their own behaviour and planned consistent responses to challenging behaviours. Consequently children behave well and are tolerant of each other.

## 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>	3
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	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3

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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