

Burleigh Hill Pre-School

Inspection report for early years provision

Unique reference number

221833

Inspection date

14/11/2011

Inspector

Linda Witts

Setting address

Wheatfield Junior & Infant School, Wheatfields, St. Ives,
Cambridgeshire, PE27 3WF

Telephone number

01480 498600

Email

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Burleigh Hill Pre-School registered in 1992 and is located in a mobile building within the grounds of Wheatfield Primary School in St Ives, Cambridgeshire. The pre-school is managed by a voluntary committee and children attending live in the surrounding community.

The provision is registered on the Early Years Register to provide care for children from the age of two to under five years and is in receipt of funding for the provision of free early education to children aged three and four. The staff support children with special educational needs and/or disabilities and those who are learning English as an additional language. It is open during term time only between the hours of 8.40am and 2.55pm on Mondays and Wednesdays and from 8.40am until 11.40 on Tuesdays, Thursdays and Fridays; full days on these days are offered subject to demand.

Five members of staff are employed, with an additional two relief staff available as needed, and they are sometimes supported by voluntary helpers. The staff team possess a range of qualifications, training and experience. The manager holds a degree in early childhood studies and has also achieved Early Years Professional Status. The pre-school is affiliated to the Pre-school Learning Alliance and receives the support of a mentor from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic staff team recognise the uniqueness of each child and work to ensure that children are nurtured in their care, learning and play. They are highly successful at promoting children's safety and well-being, implementing carefully considered policies and procedures for the safe management of the provision. Capacity for improvement is strong, demonstrated through their commitment to achieving a quality assurance award. The indoor playspace is inspiring and used highly effectively to support children's learning and development. However, the full potential of the outdoor play space is not embraced. There is strong engagement with parents but partnerships with other settings involved in children's care are less well established.

What steps need to be taken to improve provision further?

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

- enhance the outdoor play space to fully embrace the learning opportunities it offers
- improve partnership working with other settings children attend to ensure effective continuity and progression by sharing relevant information with

each other.

The effectiveness of leadership and management of the early years provision

The steps taken to safeguard children's welfare are exemplary. Staff are trained in child protection and the safeguarding policy and procedure is implemented effectively, ensuring sensitivity and confidentiality and acting in the best interests of any children concerned. Robust recruitment, vetting and appraisal systems work to check the ongoing suitability of staff. Thorough risk assessment takes place to identify and minimise potential risks. Security and safety are given high priority. Accident records are closely monitored to assess the effectiveness of risk assessment and all new equipment is risk assessed before use. Staff actively support children to learn to keep themselves and others safe. For example, by organising first aid training for children and involving them in risk assessment and regular fire drills.

All children and their families are welcome. Those with special educational needs and/or disabilities and those learning English as an additional language receive good support, helping all children to progress well given their starting points. Staff seek professional support to help them to meet children's individual needs. They learn key words in children's home languages and work with parents to gain cultural awareness, which they use to help children to learn to value diversity. Parents are encouraged to be involved in their children's learning and regularly get to see their children's progress records. Some parents attend 'stay and play' sessions and some become involved as members of the committee. The committee chairperson regularly receives feedback from parents, and questionnaires are used to gain their views as part of the group's self-evaluation. The staff routinely reflect on their practice and have completed a critical analysis of their provision as part of their submission towards gaining a quality assurance award that they are scheduled to achieve very soon.

The indoor play environment is highly conducive to children's play and learning. It is attractively decorated with stimulating displays of children's artwork and posters showing, for example, use of words and numbers, shapes, colours and healthy eating. Each child has a drawer for their personal belongings and both playrooms are well organised and resourced to support the different areas of learning. The outdoor area is well used and children can choose whether to play indoors or outdoors. The outdoor areas offer some physical play and activities, such as sand play, construction and gardening, but the full potential has not been fully embraced to create an exciting place for children to explore.

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

The children clearly enjoy their time at the setting. New children receive sensitive support from the adults caring for them and settle quickly. Most children relate well to adults and their peers. Those who find this more difficult are actively

helped to understand the behavioural expectations of the setting. Incidents of unacceptable behaviour are handled exceptionally well. Children show an excellent awareness of how to keep safe and gentle reminders from staff help younger children to quickly learn what is expected of them.

The children are very independent. They choose what activities they want to do, linking up with others as they wish. They register themselves by adding their name to a chart and when they decide to have a snack they post their name card in a pot, take a cup and plate and wait for a space at the snack table. They enjoy their snacks, choosing what they eat, pouring their drinks and chatting with the group. The adult seated with them discusses their food likes and dislikes and helps them to learn about healthy eating. Children have plenty of fresh air and exercise. If they choose to play outdoors they put on a fluorescent vest and then choose whether to play on the climbing structure, dig in the sand or soil, look at books or dress up as work people using tools to 'fix the fence'.

Children have good opportunities to progress in their all-round learning and gain good skills for the future. They competently use information and communication technology equipment, operating simple computer programmes and using available listening equipment. They count and show confidence using mathematical ideas in their play. Staff actively encourage children's communication and language skills. They show a real interest in what children have to say, introduce new vocabulary and use questioning skilfully to promote children's language and thinking.

Children like to dress up and make good use of role play resources. For example, two children dress themselves in 'princess dresses', helping one another with the fastenings. They head off to the 'camp site' and ask the manager to erect another tent, which she happily does. They then put items they want in the tent and continue their imaginative play. Children thoroughly enjoy moulding clay into candle holders, laughing as it squelches through their fingers when they wet it. Children use writing implements to practise their mark-making skills and explore the patterns they can make with ink stampers. Cooking activities are used to further children's awareness of healthy eating and they learn about quantities as they weigh out the ingredients. The newly created growing garden has been used for growing flowers and vegetables, helping children to learn where such foods come from.

Children learn about different cultures from staff who share their religious festivals with them. For example, a member of staff led Eid celebrations which were particularly applicable to children who share the same religious backgrounds. Visitors are invited in to enhance children's learning of the wider world, for example, a dental health professional, police and fire officers. Children thoroughly enjoy these visits and enthusiastically recall them as they look at the many photo books that record such occasions.

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	1
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
--	---

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	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

