

# Burrsville Pre-School

Inspection report for early years provision

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**Unique reference number** EY393966  
**Inspection date** 15/05/2012  
**Inspector** Sarah Williams

**Setting address** Burrsville Public Hall, Burrs Road, Clacton On-Sea, Essex,  
CO15 4LW

**Telephone number** 07717007743

**Email**

**Type of setting** Childcare - Non-Domestic

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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

Burrsville Pre-School opened in 2009 and operates from the Burrsville Public Hall in Great Clacton, Essex. A fully enclosed area is used for outdoor play activities. The setting is open five days a week from 9.15am until 12.15pm during term time only.

The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 26 children in the early years age range at any one time. There are currently 33 children on roll who are within this age group.

There are five members of staff, including the owner, who manages the provision. All staff hold appropriate early years qualifications to level 2 and 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children generally enjoy their time at the setting, however, the assessment and planning for children's learning are not always effective in identifying sufficiently challenging next steps. Children's welfare is compromised as some elements of risk assessment are insufficiently rigorous and documentation is lacking essential information. Children's care and learning needs are not always met effectively as the setting does not consistently develop positive links with parents and relevant professionals. Staff have a positive attitude to improving the setting, however, self-evaluation and reflective practice are not yet effective in bringing about positive change and prioritising areas for development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum, and ensure that the risk assessment identifies all aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register) 20/06/2012
- undertake sensitive observational assessment in order to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs 20/06/2012

- (Organisation)
- obtain up-to-date information regarding who has legal contact with and who has parental responsibility for each child (Safeguarding and promoting children's welfare) 20/06/2012
- improve the systems to identify children's individual needs through encouraging a culture of reflective practice and involving parents and practitioners in evaluating the impact of the provision (Organisation). 20/06/2012

To improve the early years provision the registered person should:

- develop the role of the key person to promote a shared understanding of children's individual needs, and involve parents in practical ways to support their child's learning and development
- implement systems to meet the needs of each child appropriately and include input from outside professionals where required.

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

Staff understand their responsibilities in regard to child protection and know the referral procedures when a concern is identified. All staff have attended training to reinforce their knowledge in this area. Appropriate recruitment and vetting systems ensure that staff are suitable to be working with children and hold appropriate qualifications for their role. Policies and procedures are up to date and available to parents. However, other supporting information is not always obtained so staff may lack important information which is required to ensure children's welfare, such as details of who has parental responsibility. Children's safety and welfare is compromised as some aspects of the risk assessment fail to identify and remove hazards. Daily risk assessments are conducted but in some cases these miss aspects of the provision which may cause harm to children, for example, containers of standing water accessible to children and a store cupboard door left unlocked and open.

Staff are generally deployed well to supervise children throughout the setting. A welcoming and stimulating environment is provided with an appealing choice of activities and equipment set out for children to choose from. An adult-led activity is included and other ideas come from the children, such as the 'garage' role play area. Children use the outdoor area on most days and wet weather gear is available, although staff report that some parents are reluctant to allow children to play and learn outside. Staff strive to ensure that all children are fully included in the setting. They develop warm and friendly relationships with the children, taking time to listen and respond to them. While the planning is based on continuous provision and incorporates children's interests, the recorded next steps in learning often lack challenge, limiting children's progress. Additionally, parents are not routinely involved in their child's education as systems to share the development profile are not in place.

Links are created with local schools to support a smooth transition as children move on in their education. Reception teachers visit the setting and get to know the children before they move on to school. However, the setting has not been successful in establishing effective links with external agencies and relevant professionals, such as speech therapists. As a result, some children with identified additional needs may not receive relevant support to help them make progress. Some parents provided positive feedback during the inspection and expressed that their children are happy to attend and making progress. Staff welcome support from the local authority and are working towards ideas and suggestions for improved practice. While some recommendations made at the last inspection, and recent actions, have been met, some have not been implemented and remain largely in need of further development. The manager and staff have a positive attitude and show the ability to work as a team. There are some plans to further increase children's outdoor play opportunities by providing an all-weather area. However, other aspects of the provision have not been addressed sufficiently to bring about positive improvements. Systems for self-evaluation are largely lacking in terms of identifying strengths and areas for development to enhance the provision further.

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

Children make satisfactory progress and practise skills for future learning through the range of practical play activities they encounter. Most display a sense of belonging and security within the setting and appear happy and settled. They have good relationships with staff and some are developing friendships with their peers, supporting social skills. They cooperate and help one another, for example, with aprons and when using the balance beam to walk along. Children are confident to freely select from accessible resources presented at low level around the room, supporting their enjoyment and enabling them to practise and consolidate their skills. For example, children can independently select pens and paper at the mark-making area to practise the control needed for future writing.

Children's personal independence skills are promoted at snack time, when they serve themselves, pour their own drinks and clear away after themselves. A range of healthy food options are provided and children enjoy sandwiches, yogurts, fruit and vegetables. They take responsibility as they help to tidy away toys after play, showing an understanding of daily routines. They learn to manage their personal hygiene through the accessible toilet and hand washing facilities. Behaviour is appropriately managed in the setting. Staff act as good role models for the children, who respond to reminders of expectations for behaviour, also helping them to consider safety issues for themselves and their friends. For example, not running indoors and keeping the bikes in the designated area. Children show a developing understanding of diversity by engaging in a variety of activities and experiences to help support this. For example, they freely explore a range of musical instruments from different countries or participate in a range of art and craft activities for Chinese New Year. An 'Olympic week' is also planned to inspire interest and celebrate the event later in the year. A few outings are made into the local area to give children a sense of community and an understanding of their

local environment.

Children have time to engage in the practical play activities indoors, such as role play in the home corner and mark making, sharing a story or completing a puzzle or maths game. They also benefit from daily opportunities to play outside and enjoy fresh air and physical exercise. They enjoy an organised activity involving hoops and balls, and extend their skills at throwing and catching at their own level. They explore natural materials, such as sand, water, stones and soil, in their play and have child-sized gardening tools to use. A circle time at the end of session enables children to develop their communication and language skills as they engage in a lively story and bring their own ideas to the group.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

### 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>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

### The quality of the provision in the Early Years Foundation Stage

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 20/06/2012