

Burrough Green Playgroup

Burrough Green School, Burrough Green, Newmarket, Suffolk, CB8 9NH

Inspection date

15/10/2012

Previous inspection date

15/09/2010

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children make excellent progress in their learning and development as practitioners have an exceptionally secure understanding of the EYFS and provide skilled and dedicated support.
- Careful planning, differentiated according to children's individual needs, means younger children and those who speak English as an additional language can participate in, and enjoy, what is on offer.
- Practitioners weave children's next steps into what they enjoy doing encouraging them to become curious, motivated and active learners. They interact intuitively with them allowing children to direct their own play and skilfully intervening when they request their input or need their support.
- Children grow and develop secure in the knowledge that they are an important part of their local community through activities that enable them to take an active part in social events.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main pre-school room, messy room and outdoor area.
- The inspector held a meeting with the manager and spoke to children's key persons as appropriate during observations.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation evidence and a range of other documentation.
- The inspector also took account of the views of four parents/carers spoken to on the day as well as information included in the settings own parent questionnaires and self-evaluation form.

Inspector

Deborah Hunt

Full Report

Information about the setting

Burrough Green Pre-school was registered in 1992. It operates from a classroom in the primary school in Burrough Green, near Newmarket. Children have use of a main group

room, entrance hall, messy playroom, toilets and kitchen. They have their own enclosed play area and garden. The pre-school also share use of the outdoor play areas with the school. Access into and out of the pre-school is via a small step at ground level and there are disabled toilet facilities. The pre-school mainly serves the local, rural area but attracts some families from further away.

The pre-school opens five days a week during school term times. Sessions are from 8.45am to 12.15pm each day with a lunch club operating on a Tuesday and Thursday between 12.15pm and 1.15pm and a Thursday afternoon session from 1.15pm until 3.15pm. In the summer term the pre-school offer an afternoon session from 1.15pm to 3.15pm on a Wednesday for children joining reception class the following September.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 16 children aged between two and five years on roll, some in part-time places. The playgroup currently supports a small number of children who have English as an additional language.

There are a total of five staff, including a manager and a deputy. Of the five staff employed, three are qualified at level 3 or above and one member of staff is qualified at level 2. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider formalising the systems for performance management and supervision.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make superb progress in their learning and development as practitioners plan rich and varied experiences which are delivered perceptively according to children's individual age and stage of development. Children are confident learners, settled within this welcoming and stimulating environment. Their curiosity and innate willingness to learn is ignited by practitioners who offer insightful, timely support and boundless infectious enthusiasm.

Children's personal, social and emotional development is given high priority. They receive sensitive encouragement from practitioners who take the time to get to know them well.

They develop a positive sense of themselves and others as they create self-portraits and learn about people who help them when a nurse and policeman visit the setting. They develop a real sense of community as they paint clay pots and plant hyacinths to sell at the community fair, take walks locally to invite older residents to their Christmas Concert and learn about the different cultures and customs which are an important part of each other's lives.

Children's knowledge and understanding of mathematical concepts is encouraged through a wide spectrum of experiences. They enjoy exploring numbers during singing, count spontaneously in their play note patterns formed by raindrops and record their changing heights on a wall chart. They talk about shapes during their 'reflection' topic and explore simple addition and subtraction in their farm shop 'selling' vegetables. Physical activity is also an integral part of the children's day. They are active and interactive learners riding a variety of trikes and scooters and searching together for brightly coloured leaves for their Autumn display. Children move with confidence, observing spatial awareness and relate their outdoor activity to being healthy. Many varied and interesting activities enable them to develop the skills to use a wide range of large and small equipment. For example, they stick brightly coloured shapes and tissue paper onto laminate sheets, trace round a leaf shape and use crinkle edged scissors to cut out their autumn leaves.

Children's developing understanding of their world is fostered as they competently use the laptop computer to make the bear move across the screen and re-start the CD player when their 'tidy-up' song stops before the task is completed. They are wonderfully attuned to the natural world and are aware of the part they can play in protecting it as they learn the importance of re-cycling, adding left over snack to the recycle bin they fetch and knowing this goes onto the compost heap.

Children's creative skills develop through the use of an abundant and inspiring variety of craft related resources and activities. They become conscious of all their senses as they are encouraged to explore taste, smell, touch and hear and to express their thoughts, ideas and feelings. For example, they comment on the taste of the pitta bread they have for snack and the smell of the cleaning product use when a child spilt his milk. They have a superb range of media and materials at their disposal and this enables them to create reflective artwork, self-portraits and their 'people who help us' display. They learn about rhyme and rhythm as they act out finger rhymes and sing and are encouraged to use their indoor and outdoor voices at appropriate times and to understand when a quiet or loud voice is appropriate. The overall rapid improvement in their learning from initial starting points through the experiences they are offered means they are exceptionally well prepared for school or the next steps in their learning.

The contribution of the early years provision to the well-being of children

Children are highly nurtured and cherished at this wholly inclusive and welcoming setting where they feel valued and appreciated. Practitioners view children within the context of their families and therefore offer a holistic approach to their care and learning. Their sensitivity and skill means that all children, especially the youngest and those in need of additional support develop secure bonds and emotional attachments, particularly with their

key person, but also with others working at the setting. Immense importance is attached to helping children learn to behave well and cooperate effectively. Warm encouragement enables shy children to develop trusting relationships and children with little language or confidence blossom, gaining in independence and self-esteem. Practitioners are skilled at assessing children and early intervention strategies mean children are offered the professional input and support they need so that their progress is not hindered and gaps are closing.

Children's health and well-being is prioritised as practitioners help them understand the importance of, and enjoy, physical play. They are supported to link growing carrots and runner beans in their garden area to a healthy diet and they enjoy cooking carrot soup and invite their parents in to share this. Carrot tops are set on a wet paper towel, displayed on a low table, so that children can watch them sprout. Herbs growing in the garden provide them with tactile and sensory experiences. Children's privacy is respected and through the gradual withdrawal of sensitive support they develop the confidence and ability to manage their own personal care routines. For example, younger children are helped with hand washing and older children are trusted to visit the bathroom independently. Their understanding is further promoted through an impromptu discussion as they prepare for their snack about thorough hand washing and how this protects them from germs.

Transitions are superbly managed. The relationship with the school on whose site the setting operate is highly mutually beneficial. Children have use of the school facilities, join reception for assemblies and celebratory events and the reception teacher is a familiar face within the setting. The manager also volunteers in the school reception class. This positive relationship benefits the majority of children who transfer to the school reception class on site. Equally careful planning is place to support children moving onto another setting or school.

Parents speak extremely highly of the experience offered to children during their time at the setting. They value the sense of community that exists and many children attending today follow siblings who preceded them. Families choose this setting in preference, sometimes, to more local provision. Parents spoken to remarked that the statement of purpose for the setting aptly describes what they consider so beneficial, which is to 'provide high quality care and education' and 'add to the life and well-being of its local community' offering a service which 'promotes equality and values diversity'.

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

The manager of the setting, her team and the committee work tirelessly together to ensure the success of the setting. Professional support for practitioners enables them to offer exciting and expansive educational programmes through stimulating activities which enable children to make highly effective progress to the early learning goals. Systems for planning and assessment are strongly embedded and understood and practitioners are very secure in their knowledge of the children and their stage of development. Support for children with identified needs is highly commendable and enables children to flourish.

The safeguarding and welfare requirements of the Early Years Foundation Stage are robustly implemented within the setting and safe practices and a culture of safety ensure children are effectively protected. Thorough and concise recruitment procedures mean those working directly with children are suitable to do so. A comprehensive set of policies and procedures guide the effective operation of the setting and are regularly updated by the committee. These are clearly provided for parents to see on the notice board in the entrance area, are available on the website and key policies are summarised within the pre-school prospectus.

Self-evaluation is rigorous and is the result of consideration by parents, staff and children. Parents offer their views verbally and through the setting's website and children take photographs to express their views. They enjoy looking through these and talking to practitioners about what they have been doing. Parents also contribute information about children's learning at home through their learning journals. The staff team constantly review and amend their practice together with support from the local authority. The considerable strengths of the setting are built upon and weaknesses effectively challenged and overcome. There is a clear focus on future plans for the setting and these are realistically prioritised to ensure children are offered a stimulating, memorable experience during their pre-school years.

Practitioners regularly update their training and professional development is given consideration through the informal supervision process. However systems for performance management and supervision could be formalised to further enhance existing systems. Staff speak highly of the support they are offered and feel valued and part of the team. The manager leads by example, and her leadership style means the team work as a cohesive unit. This benefits the children who revel in the congenial atmosphere which pervades the pre-school, providing them with a highly positive and enabling learning environment.

Partnership working is a strength of the setting. Highly effective relationships are built with parents and professionals. The excellent relationship with the school on site provides children with a springboard into their formal education and partnership working means they are very well prepared. This triangulation provides children with a superbly secure basis from which to learn and develop.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	221815
Local authority	Cambridgeshire
Inspection number	818205

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	17 - 17
Total number of places	40
Number of children on roll	16
Name of provider	Burrough Green Playgroup
Date of previous inspection	15/09/2010
Telephone number	01638 507474

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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