

# Burrsville Pre-School

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

<b>Inspection date</b>	08/01/2013
Previous inspection date	15/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff give high priority to supporting children to acquire communication and language skills, as well as building strong and trusting relationships.
- Children are motivated and eager to learn. They show high levels of independence, are confident and settle extremely well.
- Staff have a secure understanding of how children learn and regularly change the play environment to meet the needs of children and to provide interest and challenge. As a result, children make good progress.
- High priority is given to children's safety and security and they are protected from hazards at all times.

### It is not yet outstanding because

- Record keeping is mostly accurate and precise, however, it is not of a consistently high standard because messages to staff about what is expected, are not clear. As a result, observations are not always meaningful.
- Although self-evaluation is robust, it is somewhat reliant on support from the local authority and previous inspection rather than identified priorities from independent self-evaluation.

## 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 compulsory part 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 hall and the outdoor learning environment.
- The inspector held meetings with the manager of the provision, spoke to staff and interacted with the children.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day of inspection and information included in the self-evaluation documents.

## Inspector

Moira Oliver

## Full Report

### Information about the setting

Burrsville Pre-School was registered in 2009. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from the Burrsville Public Hall in Great Clacton, Essex and is privately owned and managed. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for

outdoor play.

The pre-school employs five members of childcare staff who all hold appropriate early years qualifications at level 2 or 3. The pre-school opens Monday to Friday during term time. Sessions are from 9.15am until 12.15pm and children attend for a variety of sessions. There are currently 24 children attending who are within the early years age group. The pre-school supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school works closely with 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:**

- develop a consistent approach to evaluating observations to ensure all children benefit from precise and robust assessment
- develop monitoring skills to independently maintain continuous improvement and ensure self-evaluation continues to be robust.

### **Inspection judgements**

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

Children enthusiastically take part in a wide variety of interesting and challenging activities across all the areas of learning and as a result make good progress. They are learning good skills, which supports their readiness for school. The learning environment is well thought out, using ideas of good practice discussed during staff training. For example, tables are arranged to create a den that is especially designed for the younger children, providing an area where they can crawl into, feel safe and explore the range of interesting resources available to them. Staff plan for individual children by providing baskets containing a collection of everyday items that roll, to encourage them to investigate and play alongside others. Children enjoy exploring the basket and happily fill a tube with balls to find out how many will fit.

Children have extremely well developed imaginations and enjoy dressing up as action heroes, princesses and pirates. They use items appropriately in the role-play area that is set up as a veterinary surgery. They wear face masks, use a stethoscope and even the very young children persevere as they attempt to bandage the toy dog. Children develop a love of books as they share them with adults, demonstrating how to hold them correctly and turn one page at a time. Staff use the children's favourite stories to extend their

learning further. For example, because the children love a story about an owl and her babies, staff put replica owls into a hole in the large tree outside. The children excitedly point them out to visitors and re-tell the story themselves, showing expression and concern for the baby owl who is scared when his mother leaves. Children are skilled at balancing as opportunities for walking along balance beams are provided both indoors and out. They regularly use a climbing frame, pedal tricycles, kick balls and jump, developing their physical skills further.

Children are supported well to develop their communication and language skills. Staff use gestures and pictures to help children get to know the routines and to make their own choices. Staff support children who speak English as an additional language by learning a few important words in the child's home language. They share dual language books and children are able to take them home to share with their families. Staff support all children in their play, introducing new words as they describe what they see. They encourage children to question and to predict what might happen, to improve their learning further. For example, they ask what might happen to a wooden lolly stick if it were dropped into a tube of water.

Staff keep detailed records of children's interests and achievements and these are displayed as learning journeys. Staff have an in-depth knowledge of child development and most are skilled in evaluating the observations they make on children's play. When evaluated effectively, this information is used to track children's progress and to plan securely for their next steps in learning.

Parents are involved in their children's learning at the pre-school and are invited to volunteer during sessions. They contribute observations from home to the 'Achievement Tree' display, acknowledging and valuing children's success. Termly discussions with their child's key person are being introduced to provide additional opportunities to discuss their child's progress and to contribute to planning.

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

Children are happy, confident and settle well. They form strong emotional attachments with the staff and especially their key person, which is demonstrated when some children run up and greet them with hugs. Staff work with the parents, providing a welcoming environment, where parents feel happy to stay and settle their child if they choose. Staff take time to get to know the children. They plan activities to interest them, to help them to separate from their parents and to feel secure. Friendships develop between the children and staff plan activities to encourage this and to support them to take turns and to share.

Children make choices throughout the session, choosing their activity either in the indoor playroom or the outdoor environment. They come to the snack table when they are hungry and choose from a wide range of healthy options including yogurts, fruit, cheese, cereals and salad vegetables. They are encouraged to be independent as they select their own plates and food, pour their drinks and tidy away afterwards. Children manage their shoes and boots before going outside and some can put their own coats on themselves.

Any accidents or illnesses are dealt with appropriately and there is always a staff member on duty with an up-to-date first aid qualification to ensure emergencies are dealt with effectively.

Transitions into school are made easier for the children as the staff work closely with the teachers from the local schools, who visit the children in their pre-school environment. The staff turn the role-play area into a school and children dress-up in school uniforms, helping them become familiar with the items.

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

The pre-school has made significant improvements since the last inspection and as a result the children are making good progress. The staff and manager are dedicated, motivated and work hard to ensure they meet all the safeguarding and welfare requirements of the Early Years Foundation Stage. Actions and recommendations have been addressed and tackled effectively and staff have improved their knowledge, understanding and practice. The environment is very safe and secure and hazards to the children are minimised due to robust risk assessments. Documentation has been reviewed to ensure it meets with requirements and children are cared for appropriately. Observation and assessment methods have been reviewed to ensure that children receive an enjoyable and challenging experience and make the best progress possible. However, observations are not consistently evaluated or meaningful. For example, some, more recent observations, are descriptive and do not clearly show what the child has learnt. Consequently children do not fully benefit from a completely robust system.

Each staff member has a designated area of responsibility, providing opportunities for them to be fully involved in shaping the provision, for example, health and safety or supporting children under three years of age. Staff take pride in their areas and share ideas learned on courses, such as making a den area outside for the children to play and hide in.

Self-evaluation takes into account views from staff, parents and the children and has been successful in making positive changes. For example, there is a marked improvement in partnerships with parents and strong, trusting relationships are built, enabling them to work together to meet the needs of all the children. However, although evaluation and monitoring is thorough, it has been somewhat reliant upon visits from other professionals, such as the local authority, as well as previous inspections. To ensure the quality and momentum is maintained, there is scope for staff and the manager to develop additional skills to support them to independently identify areas for future development.

Children are protected from abuse and neglect due to the staff's secure understanding of their roles and responsibilities in safeguarding. Clear policies and procedures support their practice and they have all attended recent safeguarding training. Staff recruitment is robust to ensure children are cared for by staff who are qualified, experienced and have had the appropriate checks carried out to make sure they are suitable.

The pre-school works closely with other agencies, such as the local authority and the Pre-school Learning Alliance. Partnerships are built and advice and support are sought from professionals, such as speech therapists, to help staff to meet the needs of all children.

### The Childcare Register

The requirements for the compulsory 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

<b>Unique reference number</b>	EY393966
<b>Local authority</b>	Essex
<b>Inspection number</b>	801245
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Melanie Louise Hobbs
<b>Date of previous inspection</b>	15/05/2012
<b>Telephone number</b>	07717007743

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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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Piccadilly Gate  
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