

Burleigh Hill Pre-School

Wheatfield Junior & Infant School, Wheatfields, ST. IVES, Cambridgeshire, PE27 3WF

Inspection date

06/02/2013

Previous inspection date

14/11/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- The warm and welcoming environment helps children to feel settled, and the effective key person system means children form strong attachments so their needs are very well met.
- Good relationships with parents help children to make progress, as practitioners work hard to ensure there is a joint approach to children's learning and they promote the importance of the home learning environment.
- The pre-school provision is well organised. Practitioners undertake thorough observations, which are reflected in the planning to meet the unique needs of every child. This ensures that every child makes good progress in their learning and development from their starting point.
- Successful systems are in place to identify children's needs and ensure the appropriate support is in place so that they can achieve as much as they can in their learning.

It is not yet outstanding because

- Children do not consistently have rich opportunities to make marks for different purposes or fully engage in activities which encourage children to experiment with writing.
- Self-evaluation does not fully include children in order for them to be part of the decision-making process or to take an active role in driving improvement.

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.

Inspection activities

- The inspector looked at evidence of suitability of practitioners working within the setting, a selection of children's assessment records and planning and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in the two main rooms and the outdoor learning environment.
- The inspector held meetings with the provider and the manager of the provision and spoke to practitioners and children at appropriate times throughout the inspection.

Inspector

Emma Bright

Full Report

Information about the setting

Burleigh Hill Pre-School opened in 1992 and is registered on the Early Years Register. It operates from a purpose-built mobile classroom in the grounds of the Wheatfield Primary School in St Ives, Cambridgeshire and is managed by a voluntary committee. Children have use of two main rooms and there is an enclosed area available for outdoor play.

The pre-school is open five days a week during school term times, from 8.40am until 2.55pm on Mondays to Thursday, and from 8.40am until 11.40 on Fridays. Children attend for a variety of sessions. There are currently 48 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a small number of children with special needs and/or disabilities.

The pre-school employs seven practitioners. Of these, three hold appropriate early years qualifications at level 3, and three hold appropriate early years qualifications at level 6, including one who has early years professional status. One practitioner is training towards an appropriate early years qualification at level 3. The pre-school receives support from the local authority and is affiliated to the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- develop the educational programme for literacy further by; providing opportunities for older children to explore making marks in a range of activities, such as making lists or practitioners acting as scribes to write down ideas children suggest
- build on self-evaluation by extending how the views of children are gathered so they are encouraged to take an active role in decision-making in order to identify areas for further improvement.

Inspection judgements

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

Practitioners have high expectations of all children because they find out about what children can do before they start at the pre-school in order to plan for children's learning needs. Practitioners have a secure understanding of the learning and development requirements and competently put them into practice. They understand how children learn and the quality of teaching is good. Ongoing assessment of children's progress is thorough as practitioners observe and record children's progress. This enables them to plan a variety of interesting and challenging activities which cover all areas of learning. Parents contribute to their child's assessment to share what they have observed their child can do at home. This enables practitioners to focus and plan for children's individual interests and the next steps in their learning.

Each child's key person is knowledgeable about their key children and in particular children with additional needs. This enables them to ensure their specific needs are met so that they are included in the life of the pre-school. Practitioners give good priority to the prime areas of learning with children under three. They use a summary form to complete the Early Years Foundation Stage progress check at age two and include parents in the discussion of children's strengths and any concerns. This means practitioners are able to identify when early intervention may be needed to ensure that children receive the appropriate support.

Practitioners talk to children, commenting on what they are doing and ask questions to encourage their critical thinking and exploration. They model clear language during their activities without discouraging children's efforts as they copy new words. This enables all children to use their growing skills and become confident communicators. Children have access to a wide range of books, which they enjoy looking at together or alone. They begin to show understanding that words have meaning as they make marks that say 'to mummy'. However, there is scope to improve opportunities for mark making so that children see their words displayed. This supports their developing understanding that what they say can be written down.

Children enjoy exploring a variety of media, such as paint and play foam. They discuss with practitioners how the colours change when they mix it together. Children squeeze play foam and competently roll it into balls 'to make the cherry on the cake'. They make models from junk materials and proudly display their efforts as they explain 'it's a robot with arms'. Practitioners provide challenge for the children, whilst ensuring they are successful and this helps children to feel motivated. Children happily move around to investigate the interesting activities because practitioners encourage them to try for themselves. For example, children develop their skills when using technology through the use of appropriate computer programmes. They competently use the camera to take photographs of things that capture their immediate interest. Consequently, children are gaining the necessary skills they need for the next steps in their learning.

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

The learning environment is well organised so that children can choose resources and move between indoor and outdoor areas. They enjoy riding around at speed on scooters and tricycles, and crawling through tunnels. As a result, children learn the importance of fresh air and physical exercise as part of maintaining a healthy lifestyle. Children learn sensible hygiene routines because practitioners act as good role models, washing their hands after changing nappies. Children's safety is given priority as practitioners ensure the premises are secure and daily checks of the premises mean children play in a safe and clean environment. Children choose when they have their snack and this allows them to continue their activities and enhances the flow of the session. They learn to be careful as they competently handle small knives to cut the fruit while preparing their own snack.

Lots of praise and encouragement from practitioners throughout the day mean children develop warm and trusting relationships with them. Children are relaxed and confident in the nurturing care of practitioners and enjoy positive engagement with their key person.

Children are supported well in their social skills so they learn how to play together, share toys and take turns. Practitioners ensure all children are involved in shared activities, helping them to include one another in their play. Under their gentle guidance children behave well and form caring relationships with one another. Young children are learning about sharing and turn-taking as practitioners skilfully intervene to help them solve their difficulties when it comes to sharing popular resources. Older children demonstrate they understand behavioural expectations and take turns with minimal adult support.

Children are prepared well for their transitions into school because practitioners encourage their independence. Children manage their personal care and competently dress themselves for outdoor play. Practitioners know the children very well, building a secure knowledge of their needs and interests. They work closely with parents and other professionals to ensure any additional or medical needs are met. Comprehensive records are kept of any accidents or medication and all practitioners are clear about children's allergies or food preferences, which ensure children's needs, are met and respected.

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

The manager provides effective leadership, setting high aspirations for quality. She shares her vision with practitioners, which mean they all work well together as a cohesive team. The provider has a good understanding of their responsibilities in meeting the learning and development requirements. An effective system is in place for regularly monitoring practice and this ensures the pre-school is always evolving and improving. Professional development of all practitioners is supported well through regular supervisions and appraisals. All practitioners work hard to provide high quality care and learning opportunities for children. They are well qualified or working towards qualifications in order to further enhance the service they provide. Systems for self-evaluation highlight the pre-school's strengths and weaknesses and clear action plans are used to prioritise areas for development. However, self-evaluation does not fully include children so that they can contribute their ideas and opinions to decisions about improvements.

The designated person for safeguarding is very clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe. All practitioners have a good understanding of the safeguarding children procedures and they attend regular training to update their knowledge and skills. Rigorous recruitment systems are in place to ensure that all practitioners are suitable to work with children. Thorough induction procedures ensure that new practitioners and students have a secure knowledge of their roles and responsibilities. Risk assessments are carried out on a regular basis and practitioners are well-deployed to ensure that children are kept safe.

Practitioners develop effective partnerships with other early years providers to share information in order to promote children's learning, development and welfare. This supports children's transitions and promotes continuity in their care and learning. Partnership working with other professionals and agencies is already established and used effectively to identify children's needs to help them make progress. Practitioners build good working relationships with parents and they demonstrate a very good understanding

of the benefits of working closely with them so that children's individual needs are met. Parents speak highly of the pre-school and practitioners, explaining they are kept very well informed of their children's progress.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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

221833

Local authority	Cambridgeshire
Inspection number	901690
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	27
Number of children on roll	48
Name of provider	Burleigh Hill Pre-School
Date of previous inspection	14/11/2011
Telephone number	01480 498600

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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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