

Burford Pre-School

Forresters Road, Burford, TENBURY WELLS, Worcestershire, WR15 8AT

Inspection date	06/03/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
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 are extremely well prepared for their move to school. As a result, transitions are smooth.
- Children thrive and make outstanding progress in their learning and development, due to staff's use of exceptional planning and assessment.
- The dynamic staff team passionately embrace the characteristics of effective learning as they plan and provide a rich, vibrant environment for children.
- Individual children or groups of children with special needs and/or disabilities receive outstanding, targeted support to help them to flourish.
- The monitoring of practice is highly successful in the management team's pursuit of excellence, enabling the provision to maintain the highest levels of achievement for children.
- Children have an exceptional relationship with their key person and they develop secure attachments. As a result, children's well-being is promoted.
- Staff develop impressive partnerships with parents and carers and involve them fully in the pre-school and their children's care and education.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities within the main playroom and outside areas.
- The inspector spoke with children and observed their play.
- The inspector sampled records and documentation relating to children's progress and development, staff suitability, safeguarding and welfare.
- The inspector spoke with the managers and staff throughout the inspection.
- At the end of the inspection the inspector provided feedback to the management team and staff.

Inspector

Scott Oliver Thomas

Full Report

Information about the setting

Burford Pre-School operates from a demountable building in the grounds of Burford C of E School in the South Shropshire village of Burford, on the border of Worcestershire and Herefordshire. The pre-school was originally established in 1992 and re-registered as a community interest company in 2012. It is registered on the Early Years Register. Children attend from the surrounding area. They have access to enclosed outside play areas. The pre-school employs six members of staff working with the children. Of these, five hold appropriate early years qualifications at level 3 and one is unqualified. The manager is working towards a Foundation Degree in early years.

The pre-school opens five days a week during school term times. Sessions are from 9am to 3.15pm from Monday to Friday. Children may attend for a variety of sessions. There are currently 49 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The pre-school supports children with special needs and/or disabilities. The setting 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 ways of adding extra flexibility to the use of resources and indoor and outdoor space by allowing children to use resources for other means to explore, build, move and role play.

Inspection judgements

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

Children's ideas and interests are used exceedingly well to inform planning, so that they take an active part in leading their own play and learning. Frequent observations and extremely well-documented assessments enable staff to monitor children's progress and learning extremely well. For example, staff evaluate their regular observations and 'learning stories', identify the uniqueness of each child and use the information to outline future planning. They regularly evaluate their key children's achievements and rigorously identify next steps for their development. Staff place exceptional emphasis on motivating children's learning through play, exploration, problem solving and critical thinking. For example, they foster children's vocabulary and their fascination of the world around them impressively. Children's avid interest in space and rockets encourages staff to plan fun, challenging activities that inspire them to use resources and equipment in different ways. For example, children use creative materials to create planets and rockets, they use books

to learn about facts about space, and then role play with rockets and play people about going to space. Children's vocabulary is extended very well by the staff who use the rockets children have made to introduce words, such as 'whoosh', 'orbit', 'gravity' and 'plummet'.

Staff create a welcoming and highly stimulating environment for children to play and learn. They motivate and inspire children's curiosity and learning through exceptional support and interaction, and challenging activities and experiences. As a result, all children flourish and make outstanding progress in all areas of their development from their individual starting points. Staff complete initial observations in the first term that children attend and collate all the information to build a detailed picture about the child. They work very closely with their key children's parents to gain comprehensive information about their interests, likes, achievements and specific needs. This enables staff to gain vital information about children's development across all areas of learning. Learning is well supported at home, through the use of home link books, home learning tasks, library books and meetings to share progress. Activities that provide opportunities for the use of mathematical language, positional language, shape, quantity, size and pattern are plentiful. For instance, children use equipment, such as spades, to measure the depth of the digging area outside. Staff maximise opportunities to introduce numbers and counting, such as spontaneously counting children at circle time and during fire drills. Staff support the use of resources purposefully to provide a broad range of experiences and extend activities further. However, more consideration could be given to allowing children to use some resources even more flexibly, for example, by allowing them to use objects in other areas and for different means. This will further support their play and exploration and enhance their ability to think creatively and critically, solve problems and link ideas.

Excellent knowledge of their key children's needs enables staff to differentiate and personalise their support for individual children. For example, they plan a letters and sounds activity for a larger groups of children, using sound boxes and musical instruments, and provide one-to-one support to introduce turn taking through playing games. This demonstrates staff's full understanding of how activities can promote children's learning in different ways. Children's language development is skilfully fostered through purposeful conversations during activities, story time and during children's play. Staff repeat phrases back to children to help them consolidate their vocabularies and they introduce new words to them frequently. For example, 'portion' whilst cutting up apples for snack and 'equally' when taking turns in games. Children develop their literacy skills as they choose stories for staff to read to them and they listen avidly. They confidently answer questions posed by staff that encourage them to talk and think about the story. Children seek out their friends to join them for a story. They sit with staff, and hold the book, so that their friends can all see. Using ideas from the story and making links in their learning, children bring the story to life outside as they act out their favourite story.

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

Staff model positive behaviour and negotiation skills expertly. This promotes children's abilities to manage situations sensitively, with increasing independence and self-control. For example, when a group of children, who are working collaboratively with modelling

materials are asked politely by a child if they can join in the activity, they readily share some of the materials and also check if their friend has enough to build their rocket. This shows that children build excellent relationships and are very kind, caring and supportive of their friends. Children behave well and follow the rules and boundaries for acceptable behaviour. They know what is expected of them and take some responsibility to manage their own disputes. For example, children's cooperative skills and turn taking are well supported through positive rules. Children know the daily routines extremely well, so that they are very settled and have a sense of belonging. They remind their friends that they have five minutes left before tidy-up time. All the children help to tidy their toys, working well as a team to carry heavy boxes and place toys back where they belong. Staff help to prepare children for school extremely well by encouraging almost daily visits to their reception class teacher. Children visit the school weekly, for physical exercise sessions, assemblies and class time which prepares them well for their move to school. Teaching is rooted in expert knowledge of the Early Years Foundation Stage and how young children learn. Staff use this information well to tailor activity planning and help children to develop the skills, which they will need in the next stage of their learning.

Continual positive praise, enthusiastic encouragement and meaningful targeted support, successfully promotes children's self-esteem. This inspires the children to persevere and concentrate, show pride in their achievements and to become highly motivated, active learners. Children benefit from healthy, nutritious snacks, of which children plan the menu. There are plentiful opportunities for physical exercise and fresh air everyday that contributes to their good health. They have fun outside, as they play alongside children from the primary school and through using a wide range of equipment to encourage their physical skills and fitness. Innovative ideas and activities skilfully increase children's awareness of the impact of exercise on their health and well-being. They feel their heartbeat and adults talk about the changes to their bodies. Staff encourage children to talk about dangers, when they see them and to reflect why something may be dangerous. As a result, children show a very good understanding of how to keep them safe. They use scissors and tools safely and confidently explain that they need to walk quickly and quietly to the playground when the fire whistle sounds.

Children are happy, confident, have fun and enjoy coming to nursery. The fully embedded key person system works extremely well in supporting children's social and emotional well-being. Staff plan one-to-one time with key children, small group work and whole group gatherings and expertly nurture children's confidence and sense of security. Children develop a very positive sense of themselves and respect for others through the fantastic support and excellent activities, which staff provide. Staff work very closely with parents to tailor settling-in arrangements that are specific to children's needs. The warm welcome and highly positive, relaxed approach from staff has a very calming influence on the children. As a result, children are happy, settle quickly and build very close attachments. Children show great independence in choosing what they play with, where they play and whether they join in adult-guided activities. This helps children to feel valued and respected, enabling them to thrive and reach their full potential. They are involved in decision-making and readily contribute to activity planning.

The effectiveness of the leadership and management of the early years

provision

The inspirational management team achieve excellence in all aspects of the provision, including sustaining the highest levels of achievement for all children. They motivate the staff and manage their performance and professional development exceptionally well. Staff update their skills and knowledge through frequent staff meetings, supervision and excellent access to regular training. This results in a highly skilled and dynamic staff team, who demonstrate first-rate knowledge of their roles and key responsibilities within the curriculum. Staff use their new skills and understanding expertly, for example, developing and providing an extremely strong programme for communication and language. Since taking over the Pre-School, the management and staff have worked extremely hard to build on previous outstanding practice. This has led to the creation on high quality early years provision focussed on children's welfare, learning and development.

The manager is highly comprehensive, and demonstrates a first class knowledge of the learning and development requirements. As a result, children flourish and are very happy because staff's commitment to them, and the secure and vibrant environment that is highly conducive to learning. The spacious play spaces indoors and outdoors and the extensive range of stimulating, high quality resources and equipment are presented in open, low-level units. This empowers children's independence and inspires their learning extremely well. However, the manager should encourage staff to provide greater flexibility in the environment by allowing children to use resources in other ways, and in other areas to support their play and learning.

The manager and director ensure the safeguarding and welfare requirements are met meticulously. Staff are detailed in their maintenance of the resources through regular safety checks and replacement. Exceptional organisation, thorough risk assessment and comprehensive awareness of safeguarding issues amongst all staff, significantly enhances children's well-being. As a result, staff prioritise child protection concerns and deal with them effectively. Extensive recruitment and vetting processes and rigorous induction methods ensure the suitability of staff. Staff deployment is very successful in meeting children's needs and careful consideration is given to maintaining their safety as children free flow inside and outside throughout the day.

The management team have very high aspirations for quality and communicate ambition and drive successfully. Staff observations, feedback from parents, frequent audits and regular reviews of self-evaluation, provides rigorous and extensive monitoring, analysis and self-challenge. As a result, exceptionally high targets are identified and these have had an outstanding impact on children's achievement and well-being. The management team skilfully oversees children's transitions between nursery and school. Staff meet with teachers regularly to share children's progress information. This ensures children's individual learning needs are fully understood and supports smooth transitions. Procedures to monitor and evaluate children's learning and development are highly effective and support the early identification of learning support needs. This enables staff to seek additional help for children quickly. Staff liaise extensively with parents and other professionals involved with the children and ensure that the outstanding partnerships are fully embedded. Staff's passionate and exemplary approach to promoting children's

education is demonstrated through the high quality support and challenge, which they provide for children with special educational needs and/or disabilities.

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 action. 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	EY452271
Local authority	Shropshire
Inspection number	882985
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	49
Name of provider	Burford Pre-School C.I.C
Date of previous inspection	not applicable
Telephone number	01584819495

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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, which are usually the childminder's 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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