

# Burrowmoor Pre-Nursery and Childcare

Burrowmoor Road, March, Cambridgeshire, PE15 9RP

## Inspection date

Previous inspection date

22/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 individualised approach taken by practitioners to each child's learning ensures that children engage readily in the varied and interesting activities on offer.
- Children are sensitively supported by practitioners who know them well and encourage them to explore and investigate. This helps children make good progress in their learning.
- Partnership working between the setting and parents is good, and parents are included in their children's learning through regular discussion and the written summative assessments they receive.
- Safeguarding is given high priority by the management and staff who regularly attend training in child protection and who use effective risk assessment to keep the environment safe.

### It is not yet outstanding because

- Occasionally parents' views and the views of advisory workers are not always used to provide cohesive plans for the future development of the setting.
- Management supervision of staff is not sharply focused to constantly develop staff's existing effective practice and performance.

## **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.

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 playroom and outdoor area.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons as appropriate during the inspection.
- 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 two parents spoken to on the day as well as information included in the setting's own parent survey.

## **Inspector**

Deborah Hunt

## Full Report

### Information about the setting

Burrowmoor Pre-Nursery and Childcare was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Burrowmoor Primary School in March, Cambridgeshire. Children attend from the local area and surrounding villages. The setting is accessible to all children and there is an enclosed outdoor play area. The setting employs four members of childcare staff, of these, three hold appropriate qualifications at level 3 and one at level 2.

The setting opens Monday to Friday from 8am until 6pm. Care is provided for children aged two and three years, and for older children before and after school during term time and a holiday playscheme during school holidays. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The setting provides funded early education places for two- and three-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority and has undertaken the local authority quality assurance scheme.

### What the setting needs to do to improve further

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

- make best use parents' views and the views of advisory workers to devise cohesive plans for the future development of the setting, in order to continue to improve the already good practice
- focus supervision of staff more sharply to seek ways to constantly develop staff's existing effective practice and performance.

## Inspection judgements

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

Practitioners demonstrate a good knowledge of the seven areas of learning and know how to help children make good progress. Key persons work with parents at induction visits to collate information about children to decide their starting points. This helps to establish a joint approach to children's learning from the outset. Children's experiences are based on their individual interests and the setting carefully nurtures their developing knowledge through the provision of exciting, personalised learning opportunities. A child who loves tractors is offered a farm based activity and learns about different animals, counting and

colours because the member of staff carefully extends the child's thinking as they play. Children are provided with a diverse range of activities which promote and support their emerging skills and understanding. Key persons carefully observe them during activities and note their differing learning styles and the progress they make. These observations inform the weekly plan which shows children's next steps in their learning. Activities are evaluated at the end of each session and informal discussions between the staff team allow adjustments to be made to ensure children's individual needs are met. Parents are encouraged to be involved in their children's learning as they are regularly invited to look at children's learning journals. They also share informal conversations with their child's key person at the start and end of each session. Key persons use effective, targeted strategies to support children's learning and work sensitively with children. This ensures that all children, including those with special educational needs and/or disabilities and those speaking additional languages, are developing well.

Children are enthusiastic, motivated learners who engage readily in the exciting opportunities they are offered. Their communication skills develop well as they eagerly become the audience and listen to a well-known fairy tale about three billy goats which a practitioner acts out for them in their puppet theatre. They enthusiastically recreate the story themselves afterwards, selling each other theatre tickets and writing down their version of the story. Children's love of books is nurtured through frequent story-telling as they read favourite books and rhymes. A popular story about a brown bear leads to an activity in which children create their own storybooks about a bear, which they recall in conversations with one another. They enjoy reading large books on the floor with their friends and snuggle in the book corner with a preferred story or factual book. Mathematical language and simple concepts are integrated into the children's daily play as practitioners count with them during activities and encourage them to add and subtract numbers. They count the numbers at each table during snack time and know that '2' and '2' makes '4' and '22' as they discuss the date. Children learn about shape and pattern during both indoor and outdoor play as they arrange magnetic shapes in patterns on a board and order coloured blocks as they build towers. Practitioners use timely, well-considered questions and interventions to extend and re-model children's play. They allow children time to think and respond, offering them the opportunity to direct their own play. A good example of this is when children playing with the dinosaurs become overly exuberant; the practitioner helps them re-focus their play to enable all to enjoy the imaginative game they have begun.

Children's creativity is encouraged as they engage in role play, dressing-up as 'princesses' and 'cowboys'. They enjoy donning aprons, and their knowledge of colour and language develops, as they finger paint in blue, green and red. 'Blob, blob, blob' they say as they press their fingers onto the paper. Children enjoy describing the daffodil pictures they have painted naming the green and yellow colours they used. The interactive white board and laptop children have access to helps them explore, and become familiar with, information technology, and the use of a pen which translates language helps children understand new languages. Children begin to develop their knowledge of the local area. In the past they have walked to the post box to post their letters to Father Christmas and they discuss where they and their friends live at group times.

Children's physical development is promoted as they enjoy free-flow play, enjoying the

fresh air, and the access they have to the school field, pond and trim trail. Their sense of balance develops as they use the balance buckets, stepping stones and practise walking on the stilt pots. They develop their understanding of the role healthy food plays as part of a healthy lifestyle as they tell practitioners the milk they drink 'helps their teeth grow healthy and strong'. They name the fruits they eat and learn how they grow and where they come from. They enjoy regular exercise and jump, wiggle their ears and wave their arms as they perform action songs.

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

Children form warm, secure relationships with their key person and other practitioners at this small and welcoming setting. The relationship between the key person for each child and parents develops well and parents enjoy relaxed and friendly relationships with all practitioners. They are encouraged to celebrate their children's achievements in many ways. For example, the 'Achievement Tree' adjacent to the parent notice board invites them to record their child's achievements on a 'hand' which they add to its branches. This is then celebrated with the child at group time as children clap them and tell them 'well done'. They are offered a token which they post in the 'Appreciation Station' box and collect a container with a small treat inside. Such initiatives promote the links between the home and setting and foster children's growing self-esteem and confidence.

Children are ably supported as they settle into the setting and feel safe. For example, when a child just beginning to stay for longer periods becomes upset they are comforted by their key person. She fetches the child's favourite toy from home and cuddles the child, reassuring them that their mummy will be here soon. Distraction techniques also help and individual knowledge of the child means the practitioner knows that once lunch time is over the child will settle again. Behaviour management techniques are used well to ensure children understand the expectations of the staff. Practitioners speak to children in a calm and friendly way, listening to them carefully and promoting their self-assurance. They role model good behaviour and children respond positively to their clear and consistent approach. Children are friendly and tolerant of one another and they show respect for others as they play. For example, they patiently wait to take turns going down the slide and older children help younger ones as they complete jigsaw puzzles outside. The environment is resourced well, both inside and outdoors, offering children stimulating and interesting opportunities. Children are therefore encouraged to become curious and independent learners. For example, outdoors children explore how much sand they can fit in the back of their trucks and concentrate as they try to scoop up the toy cars in the bucket scoops they use.

Children are very well prepared for the next stage in their learning as the vast majority move onto the school nursery next door and progress into the school. They participate in the school sports day, join them for assemblies and regularly see school staff, helping them become familiar with people and places. Many attend the wrap-around care provision also offered which further helps them feel a part of the school community. There is extremely close liaison between the setting and both the nursery and school, which offers children consistency in their learning and excellent support at transitional times. Occasionally, children move onto, or from, other early years provision. To support this the

setting always shares children's learning journals and seeks to gather this information about incoming children. Therefore children make smooth transitions through effective procedures which help them settle easily.

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

The manager has a good understanding of learning and development requirements of the Statutory Framework of the Early Years Foundation Stage. Together with the support she receives from the member of staff who has the Early Years Foundation Stage Lead within the school, she effectively monitors teaching and learning to ensure children make good progress. Children's progress is carefully monitored and tracked from their starting points, through careful observation and regular assessment of their achievements. In this way, their next steps are identified and the individual approach taken to their learning helps engage and motivate them. The staff team are a cohesive unit who work closely together with the aim of promoting children's well-being and development. This results in the provision of a high quality educational programme for all children.

Professional development for practitioners is considered and training is offered regularly with the added benefit of attendance at school training days. There are supervision arrangements to ensure that staff and managers discuss performance and practice on a regular basis. There is scope to develop the supervision process further to support staff in constantly improving their practice. Self-evaluation is carried out and strengths and weaknesses are recognised. The local authority support worker reports help provide a balanced summary of views. On occasion this information is not fully utilised to target improvements. Parental surveys are carried out annually and their views are sought, this process does not fully link to the self-evaluation to provide cohesive plans to improve the provision further.

Children are kept safe as the environment is very secure. The adult to child ratios are within the required levels to ensure that children are well supervised and their needs met effectively by the staff. In addition, daily risk assessments are completed, together with separate ones for outings, and routine fire drills ensure children know what to do should they need to evacuate the premises. Practitioners are all trained in child protection and this knowledge is updated on a continuous cycle. There is a first aid trained practitioner present at all times. The setting follows the 'safer recruitment' procedures in line with the school and all staff, students and volunteers are carefully vetted to ensure they are suitable to work with children. There is a clear induction procedure and policies and procedures support the setting in ensuring that children are protected and their well-being is promoted. This ensures that all aspects of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are understood and met.

Partnership working between the setting and parents is good. A number of older siblings have already been through the setting and parents choose to continue to send their younger children here. Parents receive termly summative reports and newsletters and informal daily conversations enable their involvement in their children's learning. Parents speak highly of the setting, commenting on the friendliness of all practitioners and their

accessibility. They also appreciate their children's increased confidence and learning, and the fact that children learn through play and that their individual interests are provided for. Links with other early years settings, local primary schools, children's centres and childminders are good. This enables practitioners to complement children's learning, by sharing relevant information with other settings which they attend.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY377785
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	911398
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	114
<b>Name of provider</b>	Burrowmoor Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01354 652330

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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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