

# Burley Gate Pre School Group

The Log Cabin, Burley Gate C of E Primary School, Burley Gate, Hereford, Herefordshire, HR1 3QR

<b>Inspection date</b>	26/04/2013
Previous inspection date	08/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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

- Children are progressing well because they are provided with exciting activities and play which cover all areas of learning.
- Children are happy, confident, independent and well cared for because they have formed strong relationships with all staff.
- Children enjoy daily outdoor play in a well-resourced and stimulating environment; this supports their all-round development.
- Children gain confidence in using language because they share conversations with staff as they play.
- Children are safeguarded because all staff are well informed and have a secure knowledge and understanding of their roles and responsibilities for child protection.

### It is not yet outstanding because

- Children and parents cannot easily access their learning journals. Consequently, children do not have regular opportunities to reflect on their past learning, and parents do not have regular opportunities to comment.
- The setting does not make the very best use of its indoor space to enable younger children to have the opportunity to retreat to a quiet area to seek solace or comfort.

## 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 throughout the day and held professional discussions with the manager, chair and vice-chair of the committee.  
The inspector looked at the children's learning records, planning documentation,
- evidence of suitability of staff working within the setting, a selection of policies and procedures, and a range of other documentation.
- The inspector spoke with the manager, childcare staff, parents and children throughout the inspection.

## Inspector

Tina Smith

## Full Report

### Information about the setting

Burley Gate Pre School Group was registered in 2012 on the Early Years Register. It is situated in purpose-built premises in the grounds of Burley Gate Primary School, and is managed by a committee. 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 six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including one with Early Years Professional Status.

The pre-school opens Monday to Friday during term time only, from 8.30am until 3.30pm. Children attend for a variety of sessions. There are currently 28 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It 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 for both parents and children to have easy access to their learning journals, for example, by not keeping them in the office, so that children can reflect on past learning, and parents have more opportunity to add comments
- consider ways for the indoor space to meet the needs of all the children as both a place to feel at home and a place to learn.

## Inspection judgements

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

The staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and how to promote the learning and development of children. Children are supported to ensure they make good progress in their learning and development, taking into account their starting points, how often they attend and the length of time they have been at the setting. The pre-school plans activities around children's individual interests. They are varied and cover all areas of learning. For example, children play with small world toys including a pirate ship and its treasure, as well as dressing-up clothes that include a number of princess costumes. Children dress up and engage in imaginary play, giggling with delight as they look for and find buried treasure. Staff skilfully extend their play by engaging them in meaningful conversation, discussing how and where they found their treasure, as well as how much. This provides some challenge to make children

think, as well as developing their communication skills. Also, it promotes the children's self-confidence and self-esteem; all skills which help prepare them in readiness for school.

The pre-school gathers information from parents on induction about their child's interests and routines, as well as what they can do at home. At present they are reviewing the way they gather this information and how they document it. This information is then used to plan purposeful play. Staff regularly observe and assess where children are at in their learning and these are accurately linked to the Development matters in the Early Years Foundation Stage guidance. Each child has a learning journal; these contain photographic evidence of the children's learning, as well as pieces of their work. However, at present they are kept in the office, therefore children and parents do not have easy access to them. Consequently, there are missed opportunities for children to reflect on their past learning and parents to make comment on their child's learning and development. The pre-school is completing the required review of each child's progress that must be completed when a child is aged two, and parents contribute to this. Also, after gaining permission from parents, the review is shared with the child's health visitor.

Children enjoy their time at the pre-school and quickly become involved in the activities available to them. They are developing effective learning skills as they freely choose toys that reflect their current interest. For example, children use their imagination as they discuss 'who is poorly' in the doctor's surgery. A staff member assists their play by being the patient and allowing the children to make her better. She uses this time to enable the children to make links to their home life by asking the children 'Who has been to the doctors?' Children are given the opportunity to enjoy making marks and to express their creativity through a number of activities and resources. A group of children experiment with textures, using their fingers to make marks as they play with coloured sand; others use chalk to draw pictures on small blackboards. Children explore shape, space and measure as they fill and empty containers as well as digging big and little holes in the large outdoor sandpit. Children use numbers throughout the day. For example, at circle time they count how many children there are. Staff support the children to use mathematical language, such as 'big' or 'small', in their play. Children enjoy story time and they also have independent access to a good selection of books, which they handle correctly.

Children's physical development is encouraged, both inside and out. They have free-flow to a well organised and exciting outdoor area which consists of a number of natural resources including bales of hay, which make a cosy area. This outdoor space is imaginatively and creatively laid out to include all areas of learning. The children can run, jump, dig or play quietly in one of these areas. Children are developing a good understanding of the world around them. For example, they scream with delight, 'It's snowing' and run outside to catch the snow. However, staff remind the children that it is a hail storm and extend their learning by catching and watching the small pieces of ice disappear. Also, the pre-school has encouraged birds to nest and has a monitor which is linked to a television, where the children watch the birds coming and going. Staff and children are hoping that the birds will lay eggs and the children's learning about nature can be further extended.

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

Key aspects of children's well-being are good. The environment is well resourced, warm and welcoming. However, the pre-school does not consistently make the very best use of its indoor space for the very youngest children. Consequently, younger children do not have the opportunity to retreat to a quiet area inside where they can relax or play alone. Staff seek relevant information from parents when children start at the pre-school. They do this through written information, settling-in visits and discussion with parents. This ensures that children make a smooth transition into the pre-school. Staff have warm and secure relationships with the children. As a result, children are confident, enjoy trying new experiences and happily investigate their play. The pre-school has an effective key person system which helps children form secure attachments and promotes their well-being and independence. Children's behaviour is good because it is managed positively with praise and encouragement. Also, staff are positive role models, giving clear guidance of what is expected. Children happily play together and share. For example, when finding treasure, a child happily shares his treasure with a child who has yet to find any. Children are learning about keeping safe, for example, as they are reminded to hold scissors correctly and never to run when holding them.

Children learn self-care skills as they are encouraged to complete task for themselves, such as feeding and putting on their own shoes. Children's health is promoted because the pre-school follows good hygiene procedures and practices which meet the children's physical, nutritional and healthcare needs. Children are reminded to get a tissue to wipe their nose, to put it in the bin and to wash their hands afterwards. The pre-school provides healthy snacks, and children can have hot meals provided by the primary school. Parents provide packed lunches and the pre-school encourages healthy options, such as fruit, instead of crisps and chocolate. Children benefit from regular fresh air and exercise because the children have free-flow to a well-resourced outdoor area. They also use the playing field attached to the school for activities, such as ball games and running.

Children are well prepared for the next stage of their learning because staff give careful consideration to preparing them for school. Transition records are completed and reception teachers from local schools are invited to pre-school to meet the children in their own environment and to discuss their individual needs. The pre-school also accompanies the children during the summer term to the attached primary school for taster sessions. This enables the children to become familiar with the surroundings and supports their growing confidence and independence, as well as supporting a smooth transition to school.

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

The pre-school staff have a good understanding of the learning and development requirements. They plan purposeful and developmentally appropriate play around the children's individual interests, which enables them to make good progress in their learning. However, the indoor space is not always organised for the youngest children, as a place to feel at home and a place to learn. Parental partnerships are generally good, with key

persons spending time at the beginning and end of the day discussing their child's achievements. Also, each child has a daily diary and a learning journal which they can ask to see from the office. This two-way flow of communication ensures that parents are kept informed about their child daily needs and activities. Partnerships with other providers and professionals are effective, with information being shared. Consequently, children's learning is complemented and supported in all settings.

The pre-school gives a high priority to the safeguarding procedures and knows how to protect children in their care. Children are protected in the event of having an accident or being ill. This is because staff have current first aid certificates and therefore are up to date in their knowledge and skills to deal with these instances. There are effective systems in place to show that staff are suitable to work with children, and this ensures all staff who are employed are checked with regard to experience, qualifications and suitability. All required policies are in place and the pre-school has written risk assessments which, along with their policies, are regularly reviewed. Staff have a thorough knowledge of child protection procedures, which means they know what action to take if they are concerned about a child. Therefore, children are cared for in a secure environment.

The pre-school understands the need to evaluate their practice and has systems in place to do so. An area identified for development is the information they gather from parents on induction about what their child can do. Staff are encouraged to participate in the setting's self-evaluation along with parents; consequently, planned actions to identify weakness are concerted and effective. The pre-school seeks and welcomes advice and support from other professionals, including the local authority, and implements changes that are suggested to enhance their practice. Parents' comments during the inspection show they are happy with the pre-school, they feel their children have good relationships with the staff and they have lots of opportunities to do things which they would not do at home.

## 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>	EY333538
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	910043
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Burley Gate Pre-School Group Committee
<b>Date of previous inspection</b>	08/10/2008
<b>Telephone number</b>	01432 820824

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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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