

Burwell Early Learners

Burwell Village College Site,, The Causeway, Burwell, CAMBRIDGE, CB25 0DU

Inspection date	19/07/2013
Previous inspection date	29/01/2009

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

- Staff provide a well-organised and stimulating environment where children are eager to explore and actively seek new experiences.
- Partnerships with other professionals are strong. As a consequence, children with special educational needs and/or disabilities benefit from the individual support that meets their individual needs well.
- Children have plenty of opportunities to play outside in the gardens. This means they are gaining a good understanding of the natural world and learning the importance of physical exercise.
- Children are confident, secure and happy at nursery. This is because staff build good partnerships with parents and know the needs of each child.

It is not yet outstanding because

- Staff do not always use open-ended questioning during activities to promote children's critical thinking.

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 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 all areas of the nursery and in the gardens.
- The inspector held a meeting with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector and manager took part in a joint observation.
- The inspector took the views of parents and carers into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full Report

Information about the setting

Burwell Early Learners is committee run and first opened in 2001. The nursery is situated in purpose built accommodation on the site of Burwell Village College. There are three rooms, each with toilet and kitchen facilities. All children have access to gardens.

The nursery is open five days a week during term time, between 9am and 3.30pm. Currently there are 105 children on role, who attend for a variety of sessions, including full day care. The nursery is registered with Ofsted on the Early Years Register and the voluntary Childcare Register. The nursery is in receipt of funding for free early education for three- and four- year olds. The nursery supports children learning English as an additional language and those with special educational needs and/or disabilities.

There are 20 staff employed to work with the children. Of these, 12 have qualifications at level 3 and above, and one has a level 2 qualification. The nursery receives support from the local authority and is a member of 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:

- enhance staff's skills and knowledge to enable them to further develop the use of open-ended questioning during activities to promote children's critical thinking.

Inspection judgements

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

Children have plenty of opportunities to investigate and develop new skills at the nursery. This is because staff understand how children learn through play and provide a well organised and stimulating environment that captures children's interests. Good partnerships with parents are utilised well to ensure they are involved in their children's learning. Parents contribute to their child's development records and, during daily discussions, are able to share information about children's achievements at home. Staff also make their own observations of children and by assessing this information, are able to plan interesting and exciting experiences for all children. As a result, children make good progress in their learning and development. Staff demonstrate a genuine interest in the children and happily join groups or individuals as they play. Interactions are, on the whole good, as staff use questioning and discussion to promote children's critical thinking. However, sometimes, less experienced staff do not always extend children's learning fully by using open-ended questions to promote children's critical thinking.

Children's mathematical skills are well-promoted. For example, children correctly name the shapes of magnetic building blocks, sing counting songs and count the number of cars as they play. Children learn about capacity as they enjoy playing with water and use words such as 'full' and 'empty' as they tip water from one bottle to another. Children enjoy activities such as, making marks in shaving foam, painting fences and pavements with water and using chalks. These all help to develop the necessary skills and coordination needed for early writing and consequently, children are making effective progress for their future learning, including school. Staff frequently respond to children's requests to read their favourite stories. They engage children well as they enhance children's involvement by discussing the pictures and asking for children's contributions and ideas. Consequently, children are gaining an understanding that reading is both an enjoyable pastime and that text carries meaning and information. Children are confident talkers and are able to convey their wants and needs successfully. Staff are especially skilled in supporting children with special educational needs and/or disabilities and those learning English as an additional language. Staff use lots of visual clues, gestures and sign language to support their spoken word. They work in partnership with external professionals very effectively and as a result, individual children make very good progress as they rapidly develop speech and ways to communicate with staff and friends.

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

The nursery has an effective key person system and this means children are able to form close attachments to staff and friends. Key staff ensure they work in partnership with parents and as a result, they are well-informed about children's care needs. Children demonstrate their sense of security by moving freely around the nursery selecting their own activities and generally are busy and engaged throughout their day. Staff encourage children to be independent and attend to self-care needs according to their age and stage of development. Children respond well to changes in activities and show their good understanding of routines. They purposefully tidy away their toys with great maturity because staff target their support effectively. Children behave well and are able to play happily with others or on their own. Staff are quick to offer timely and consistent reminders when children run inside the nursery and this means children learn what is not acceptable and the reasons why.

Staff have developed several outside areas and this means that children are able to be outside in the fresh air in all weathers. They ride bikes, use small climbing frames and have great fun running up and down the small mound. Children's good physical development is, as a consequence, promoted well and they are gaining an understanding of the importance of exercise. Staff promote healthy foods and drinks through discussion and activities such as food tasting. Lunchtimes provide an ideal opportunity for staff to demonstrate nutritious foods as they ensure their own lunches are healthy and set a good example to the children. All areas of the nursery are well-resourced with plenty of good quality play resources which promote children's learning across the seven areas. Staff are deployed well and extremely vigilant to ensure the children's safety. Staff are constantly

aware of potential hazards to children. Children learn from this good example and as a consequence, are learning how to keep themselves safe. Children thoroughly enjoy themselves at nursery and when the time comes, are well-prepared for the move to other rooms in the nursery, other settings or to school. This is because staff have made effective links with these providers and transitions are well-planned.

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

The management team have a good understanding of their responsibilities and continue to seek ways to improve. Self-evaluation is used effectively to identify strengths and to form targeted action plans. The manager monitors the educational programmes and individual children's progress together with staff. This means that children's learning and developmental needs are clearly identified and support is well-placed to ensure positive progress towards early learning goals.

There are effective arrangements in place to safeguard children in the nursery. Staff understand their role in protecting children and are able to identify and report concerns they may have. Many of the staff are trained in first aid and are supported in their work by good policies and procedures. The inspection took place after an incident where a child swallowed a marble used as part of an activity. The inspection found that since the incident, the manager has taken robust actions to prevent this from happening in the future. This included reviewing and improving risk assessments and recording procedures, a thorough review of every resource or toy in the nursery and rigorous guidelines for staff supervising activities. Resources that present a risk are no longer used and ongoing, frequent reviews with staff make sure risks are minimised or eliminated.

The nursery has good recruitment procedures in place including background checks and an induction programme. Professional management systems are now in place, offering supervision and appraisals for all staff. Staff are keen to attend training and improve their skills and knowledge. Partnerships with other providers, professionals and agencies are good. Partnerships with parents are strong and support children's learning, care and development well. Parents offer positive feedback about how supportive the staff are and how children's confidence and language skills have improved since being at nursery.

The Childcare Register

The requirements for the voluntary part of the Childcare Register are

Met

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	221552
Local authority	Cambridgeshire
Inspection number	902610
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	105
Name of provider	Burwell Early Learners Committee
Date of previous inspection	29/01/2009
Telephone number	01638 744065

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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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