

# Burradon Pre-School

Burradon Primary School, Burradon, CRAMLINGTON, Northumberland, NE23 7NG

<b>Inspection date</b>	12/02/2014
Previous inspection date	09/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Effective partnerships with parents and friendly relationships, ensures that parents are fully involved in the life of the pre-school and their children's learning.
- The educational provision for literacy and for promoting children's language skills is sound, as children eagerly listen to stories and join in enthusiastically with singing activities.
- Children are happy, feel secure and clearly enjoy their time in the pre-school because staff help children to settle-in and cope with new situations.

### It is not yet good because

- Children do not have sufficient opportunities to use creative and imaginative materials, information and communication technology and electronic equipment, to fully promote their learning in these areas.
- Staff are not consistent when managing children's behaviour and do not fully promote their independence skills. Consequently, children are not helped to understand the boundaries through clear explanations and they are not always encouraged to do things for themselves.
- Plans for future development are not sufficiently focussed to clearly demonstrate how targets for improvement are prioritised and planned for and staff supervision and professional development arrangements are not yet effective enough to have a positive impact on children's care and learning.

## 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 held meetings with the manager, spoke to staff and held discussions with parents.
- The inspector observed activities and routines in the playroom and the outdoor areas and spoke with children.
- The inspector looked at a sample of documentation, including children's learning journals, some policies and records, and information from parental questionnaires.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation and improvement plan.

## Inspector

Shirley Peart

## **Full report**

### **Information about the setting**

Burradon Pre-school was registered in 2008 on the Early Years Register. It is situated in Cramlington, Northumberland and operates from one room based within the community wing of Burradon Primary School. It is managed by a private provider. 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 four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. The pre-school opens Tuesday to Thursday, term time only. Sessions are from 9am until 11.30am. Children attend for a variety of sessions. There are currently 11 children attending who are within the early years age group.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- put into place clear systems for the appraisal, coaching and supervision of staff, so that this has a positive impact on children's care and learning
  
- develop the educational programmes for information and communication technology and creativity by ensuring that children have sufficient opportunities to use simple electronic equipment and have free access to paint, malleable materials, role play and dressing-up materials to fully promote their learning in these areas.

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

- ensure that staff are consistent when managing children's behaviour by ensuring that they give children explanations at all times and encourage them to do things for themselves to support their independence, specifically during snack time and when putting on their coats
  
- develop a clear focus for self-evaluation and what needs to be improved to help establish firm priorities, which will improve children's achievements over time.

## Inspection judgements

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

The manager and staff have a fair understanding of how to plan activities to meet children's interests and individual needs. For example, they know what their key children can do and make a note of this on their planning documents. They ensure that sufficient challenge is provided, such as providing harder jigsaw puzzles for older children rather than inset jigsaw puzzles. They also make sure that particular activities and equipment that children enjoy is put out ready for their arrival. For example, staff build on the interests of a child who is fascinated by spiders, by putting out small world animal and insect figures, a spider book and plan to do spider hunts with magnifying glasses. Generally, the seven areas of learning and educational programmes are covered and support children's learning overall. However, some aspects of learning, such as expressive arts and design and technology, are less well planned for. For example, children do not have free access to paint, glue and malleable materials, play dough, dressing-up or role play equipment. This does not fully promote young children's creativity and imagination. There is also a limited range of electronic and information and communication technology and battery operated toys available, to help children learn how to operate simple equipment.

Staff use relevant guidance to enable them to routinely track children's development to ensure that they are demonstrating typical development for their age. However, they do not always use this information sufficiently well to help them plan a comprehensive educational programme. Staff carry out the required progress check for children aged two years and ensure that parents are fully involved in sharing what they know about their child's development. Parents then receive an appropriate written summary of their child's learning in the prime areas. They are also encouraged to write in their children's individual 'playgroup diary' to share information about any achievements made at home. Staff also complete children's diary on a weekly basis to ensure that parents are effectively informed of what their children have been doing and their progress. Parents are welcomed into the group and staff have friendly relationships with them. They take part in fund raising events and often accompany their children on trips and visits. Parents are, therefore, successfully involved in the life of the pre-school and in their child's learning.

Some children move up to the school nursery after their time in the pre-school. The manager usually takes responsibility for the older children to help them prepare for this move. For example, older children are involved in more activities to support their understanding of shapes and to develop their finger control by practising using scissors and pencils, so that they develop the skills they will need for the move up to nursery. Children clearly enjoy their time in the pre-school. They love singing, dancing and join in enthusiastically with action songs. Children listen attentively to their favourite story, often asking for this to be read over again. When staff ask children who is in the story, they shout; 'A crocodile, a bear and a spider!' They sit quietly enthralled and join in eagerly with the endings of sentences. Staff are skilled at this and use effective storytelling techniques to fully promote children's interest and learning. Some children also predict what is going to happen next in the story. Children use pencils with good control and

enjoy sitting at the writing table with staff. This shows that their literacy skills are developing successfully. Children love to balance on the equipment. They show off their skills and laugh along with their friends. This demonstrates that their social and physical development is progressing well.

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

Staff keep children safe as they play in a secure environment, carry out regular risk assessments and complete safety check lists. However, they are not always consistent when managing children's behaviour. For example, they do not always give children clear explanations as to why they should not do something, such as running indoors or banging toys. This does not help children to fully understand why some behaviour could be unsafe. However, staff offer children lots of positive praise and rewards, which raises their self-esteem. For example, they enjoy receiving their stickers after story time for sitting well. Parents are also encouraged to fill in and display the 'superstar awards' when their children achieve something at home as well as in the group.

Children get plenty of fresh air and exercise and eat healthy snacks, which promotes their good health. They love chasing large bubbles outdoors and riding around on scooters and bicycles. Children follow the routines well. They sit down in the comfortable corner for story time and singing and know to sit at the tables for snack time. This helps them to develop a sense of belonging and security, which supports their emotional needs successfully. Staff do not always encourage children to be independent. For example, they dish out the children's snacks into small bowls and pre-pour their drinks. They also put on the children's coats for them and zip them up, without asking children, especially older ones, to have a go themselves.

The key person system is well established. Parents know who their child's key person is, although, they state that they feel comfortable talking to the manager and other staff at anytime. Therefore, children enter the pre-school happily and most separate from their parents easily. This shows that they are coping well with the transition from home to pre-school. The few children that are slightly unsettled soon become occupied and distracted as their key person sits with them at their favourite activities, such as the jigsaw puzzles. Settling-in periods are flexible and staff work closely with parents to reassure them about how their child is coping. Parents complete 'All about me' information sheets, which gives staff a good understanding of children's starting points. Staff also help prepare older children for the move onto the school nursery by ensuring they have the key skills they will need and making sure they are emotionally prepared for the change. Children are confident and self-assured. They speak to the inspector and explain what they are doing. They seek out their friends to play with them as they build towers with the big blocks. This shows that they are making appropriate progress in their physical, personal, social and emotional development.

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

The manager has a suitable understanding of the welfare requirements of the Statutory framework for the Early Years Foundation Stage. She is currently working closely with an advisor from the local authority to help her develop and improve the provision further. The policies, procedures and parents' information are all in the process of being updated. Children are effectively safeguarded. The manager has a good understanding of what to do if she is worried about a child. Staff listen to children, record incidents and know who to contact if they have concerns. The safeguarding policy is good and shared with all staff, so that they are clear about their roles.

The manager has successfully addressed the action and recommendations from the last inspection. This has helped to improve children's literacy skills, activity planning and the learning environment and ensures that required parental consent is in place. The manager is keen to improve the provision and she has a suitable understanding of where her strengths lie and where areas of development are needed overall. However, these are not sufficiently targeted on improving children's achievement over time. For example, priorities for development are not precisely identified through thorough self-evaluation or sufficiently focussed to help the group improve further. Recruitment and selection procedures are sound, all staff are fully vetted and any new staff are interviewed. The manager has a small staff team and they work closely together sharing information on a daily basis. They occasionally get together for more formal meetings to discuss planning and individual children. Staff appraisal and supervision is in the early stages of development and helps them to identify training needs. However, peer observations are not carried out and feedback on staff performance is not in place. This hinders the way in which the quality of teaching can be improved.

The manager sends out parental questionnaires periodically, collates the information and acts on any feedback to make changes. There are an abundance of 'thank you' cards demonstrating that parents are pleased with the provision. Parents' comments were positive; for example, they state, 'my child loves it and her talking is coming on great' and 'it's fantastic, my child is more confident, chatting more, learning how to share and is showing an interest in numbers and books since coming.' The manager has appropriate links with the school, but due to some staff changes the input gathered regarding children who are ready to move up to nursery has lapsed. Parents largely take responsibility for coordinating the move and staff in the pre-school complete a three-year-old summary report on each child, which parents can share with nursery staff. This means that appropriate information is shared to help children and staff manage transitions generally well.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY385949
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	870858
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Glynis Anne Galbraith
<b>Date of previous inspection</b>	09/06/2009
<b>Telephone number</b>	07974 997672

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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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