

# Burford Pre-School

United Reformed Church, Fox Lane, Palmers Green, London, N13 4AL

## Inspection date

Previous inspection date

01/05/2014

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

- Staff promote children's early mathematical skills particularly well, seizing on both planned and unplanned opportunities to teach children to recognise numerals, count and to learn basic mathematical language.
- Children enjoy good relationships with staff. Therefore, they are happy and keen to learn and rapidly grow in self-confidence.
- Staff support children with special educational needs and/or disabilities effectively and good interagency partnerships ensure they meet children's individual needs well.
- Staff promote children's communication and language skills well as they use good questioning techniques. Therefore, children are confident communicators.

### It is not yet outstanding because

- Staff provide fewer opportunities for children to handle large equipment to create structures. Therefore, they miss opportunities to further develop children's physical skills.
- Parents are not actively involved in the evaluation of the setting to contribute to improvements in the quality of the provision.

## 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 the children's activities and staff's interaction with children.
- The inspector held meetings with the manager, children's key persons and other staff.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector spoke to some parents and took account of their views during the inspection.
- The inspector looked at a sample of the pre-school's policies and procedures and staff records.

## Inspector

Yasmine Hurley

## Full report

### Information about the setting

Burford Pre-School registered in 2013. The pre-school operates from a large hall located at the back of the United Reformed Church premises, in Palmers Green, in the London Borough of Enfield. There is no access to an outdoor area but children regularly visit their local outside area. The pre-school is open Monday to Friday from 9am to 3pm during term time. Children may attend a morning session, afternoon session or a full day. There are currently 46 children on roll. The pre-school receives funding for the provision of free early education for children aged two- three- and four-year olds. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school is registered on the Early Years Register. The pre-school employs 6 members of staff all of whom hold level relevant childcare qualifications, including one member of staff who hold Early Years Professional Status.

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

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

- provide children with access to large portable equipment, which they can move safely and cooperatively to create their own structures to further develop their physical skills
  
- develop the evaluation process to include the views of parents to further drive improvement within the pre-school.

### Inspection judgements

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

Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage learning and development requirements. As a result, the quality of teaching is good and children are progressing well towards the early learning goals. Key persons undertake on-entry observations and assessments and include parents. This means they begin to build effective relationships from the start with parents, and support children's learning needs effectively. Staff support children who speak English as an additional language well. They learn important key words and phrases in children's home language. Staff work effectively with children who have special educational needs and/ or disabilities as they identify any concerns and provide support by carefully planning for children's next steps and monitoring their progress. As a result, all children make good progress from their starting points.

Staff demonstrate good quality teaching skills. They ask children open-ended questions to

make them think and extend their vocabulary during play. For example they sit with the children at their level, engaging them in purposeful conversation. Children recall past events and share personal experiences, such as talking about what they did at the weekend or on their holidays. Staff teach children sounds and rhymes through singing songs together and reading stories. Children begin to form initial letters of their names and to sound out words. Staff extend older children's skills further helping them to write their name, as well as basic words. Children visit the cosy book area and choose and browse through books independently. Staff support their language and literacy skills by reading them stories and asking children interesting questions to develop their creative thinking further.

Staff provide children with a wide range of exciting sensory play activities to support all areas of development. For example, children discover shape, size and weight as they explore in the sand, water and when making homemade play dough. They show great interest and concentration when taking part in messy play activities. For example, they feel different textures and natural materials, such as sand, cornflower and play dough. They explore with the mixtures as they squeeze and watch it trickle through their fingers. Staff teach and extend children's learning further by using mathematical vocabulary, such as 'bigger' or 'smaller than' and encourage the children to count and weight the containers with dry beans and lentils throughout the activity. As a result, children are gaining the skills and attitudes they need to be ready for school or their next stage of learning.

Staff teach children about the world, and take advantage of time outside to show children the characteristics of living things, such as how plants grow, and to study living creatures. Children observe snails and bugs outdoors using magnifiers and cameras as they explore. Staff encourage them further by asking them to draw what they observe using their clipboards. Children develop a good awareness and understanding of the world around them through discussions and activities about other cultures and beliefs. They use a good range of multicultural resources including books and maps and celebrate festivals from around the world. This helps children to learn about the similarities and differences between themselves and others.

Children enjoy physical activities both indoors and outdoors, benefiting from the fresh air and exercise. They develop an awareness of space and learn to move their bodies imaginatively as they enjoy music and movement sessions. Staff enhance the activity as they provide children with colourful scarves which they wave in the air as they enjoy this sensory experience. However, staff do not provide large portable apparatus that children can move around safely with their friends. This means they are unable to create their own structures and develop their physical skills further.

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

Staff support children's well-being very well. An effective key person system helps children settle well into the pre-school and enjoy their time there. The staff are good role models, who are professional and affectionate towards the children and work well as a team. This teaches children how to behave and treat each other kindly. For example, children wait

their turn when they are sharing the fruit from the fruit platter during snack time. Staff are good at implementing the pre-school's behaviour management policy. They use strategies that help children feel secure and know how to behave appropriately. As a result, children behave well when they are playing.

Children independently choose from a wide range of exciting activities throughout the day, so are in charge of making their own decisions. They are keen to learn because staff carefully plan activities to match their next stage of learning. This helps strengthen children's confidence and independence. Children receive good care and attention as staff are effectively deployed in the pre-school. The ratio of adults to children is high which means that children's individual needs are well met. Staff are vigilant in promoting children's safety. All children learn about the importance of keeping themselves safe through daily discussions and routines. All children and staff practise regular fire drills.

Children learn the importance of adopting a healthy lifestyle. The pre-school staff provide a healthy snack, consisting of fresh fruit or vegetables. Fresh water is always available so children can help themselves whenever they feel thirsty. Mealtimes are a social occasion as children and staff eat together and hold good discussions about the types of food that are good for them. Children thoroughly enjoy eating their packed lunches, which consist of appetising meals and snacks that their parents prepare for them. Children play outside every day as part of a healthy lifestyle and benefit from the fresh air and exercise.

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

Management meet all the requirements of the Statutory framework for the Early Years Foundation Stage. Staff have a good understanding of each child's progress and are well qualified, experienced and work together very efficiently. The manager makes sure effective procedures are in place to recruit suitable staff. The staff team has a good understanding of safeguarding procedures and know how to make referrals to outside professionals if they have concerns about a child's welfare. Comprehensive policies and procedures support the smooth day-to-day running of the setting, and they are shared with parents.

The manager and staff are continually looking for ways to improve the quality of the pre-school. They self-evaluate as a team and agree an action plan that shows how actions are set and met. As a result, they are able to improve standards in order to benefit the children's care, learning and development. However, the management team do not currently seek the views of parents when evaluating the pre-school. This means that the views of all users are not fully included to help drive further improvements.

Staff have very good links with an extensive variety of external agencies and schools to ensure they meet all children's individual needs in the best possible way. Well-established and rigorous systems are in place to identify and support children with special educational needs and/or disabilities as soon as possible. For example, key persons who support children with special educational needs and/or disabilities work very closely in partnership

with the parents to address any concerns. They implement individual strategies, agreed with parents, to ensure a consistent approach both at home and in the pre-school for the children. Staff have good relationships with parents and others involved with the children. Parents spoken to during the inspection, explain that they are kept fully informed of their children's progress through discussions with key persons and sharing of learning journals. Parents comment that their children are very happy at the pre-school and have developed in their confidence and learning since starting there.

## 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>	EY471345
<b>Local authority</b>	Enfield
<b>Inspection number</b>	942716
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Asha Reshmee Gowry
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07582892414

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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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