

Burbage Pre-school Nursery

Burbage Institute Buxton, Nursery Lane, BUXTON, SK17 6UL

Inspection date

Previous inspection date

09/05/2014

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 are skilled in identifying and successfully minimising potential risks. Their knowledge of the signs of abuse and awareness of their responsibilities to protect children ensures that children in their care are fully safeguarded.
- Teaching is consistently strong and staff have a good understanding of how to effectively promote children's learning. As a result, children are making good progress in their learning and development.
- Staff have created very positive partnerships with parents. Consequently, children are supported in their learning and development both at home and in the setting.
- Well planned settling-in procedures support children and enable them to form secure attachments with staff. As a result, children's social and emotional needs are very well met, ensuring that they are confident learners.

It is not yet outstanding because

- There is scope to extend the use of natural and open-ended resources outside to enhance children's opportunities to explore, think critically and support their developing problem-solving skills.

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 toured the premises.
- The inspector observed practice and interaction between staff and children during play and at snack time.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector completed a joint observation with the manager.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Ruth Hudson

Full report

Information about the setting

Burbage Pre-school Nursery was registered in 2013 and is on the Early Years Register. It is situated in Burbage, near Buxton, and is managed by Mitchell's Pre-Schools Limited. The nursery serves the local area and is accessible to all children. It operates from the village hall and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications; four at level 3, one at level 5 and one with Qualified Teacher Status. The nursery opens Monday to Friday during term time only. Sessions are from 8am until 3pm. Children attend for a variety of sessions. There are currently 54 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-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 pre-school 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:

- extend the use of natural and open-ended resources to enhance children's opportunities to explore, think critically and support their developing problem-solving skills.

Inspection judgements

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

Staff have a good knowledge of the Statutory framework for the Early Years Foundation Stage and understand how young children learn and develop. They have high expectations of the children attending based on their knowledge of the children's starting points and their ongoing assessments. Children have an individual development record that details their starting points, ongoing progress and next steps. Staff provide a broad range of interesting and challenging activities and experiences, which cover all seven areas of learning. The quality of teaching is consistently good. Staff successfully monitor the children's learning with the effective use of observations and assessments; this enables them to identify children's individual next steps in learning and fully include them in the planning of further activities. The staff make very good use of adult-led and child-initiated activities to extend learning, which demonstrates their firm understanding of the characteristics of effective learning and the early learning goals. For example, as older children take part in a physical education session, staff make a line of hoops. As children jump from hoop to hoop staff encourage them to count their jumps, supporting both children's physical and mathematical development. Younger children paint shapes that have been cut into vegetables and use these to print with. Staff asked what shapes they are printing, encouraging them to name the shapes and introducing new mathematical

vocabulary to children, such as 'rectangle' and 'triangle'. Consequently, children are helped to make good progress in all areas of learning and development. Children with special educational needs and/or disabilities receive timely interventions, because staff can easily identify any support they may require. This also ensures that children are well prepared for their next steps in education.

Staff sit at children's level and interact with them effectively, responding positively to what they say. For example, as staff sit with children at the snack table they encourage children to talk about their morning and their plans for later. Staff encourage the children to listen to each other and take turns in the conversations. As a result, children develop high self-esteem, which helps them to feel confident within the environment. The communication and language abilities of all children, including those who speak English as an additional language, are also developing well. This is because staff engage in a wide range of conversations with the children and use open-ended questions to support them to develop their vocabulary. For example, when children ask staff to move the lift on the garage, they respond 'how do you think we could do it?'. Children enjoy opportunities to problem solve, think critically and to explore. However, there are some missed opportunities to enhance these activities and children's play further by maximising the use of the natural and open-ended resources available.

Partnerships with parents are well promoted because the staff actively encourage them to be involved in their child's learning. Children's progress and development is effectively shared with parents on a daily basis. For example, staff share information with parents at the end of each session. They offer suggestions of how parents can support their child's learning further in the home environment. Parents are very complimentary about the pre-school and the impact it has had on their child's good progress. These partnerships with parents and other early years providers are highly effective in ensuring consistency of care and learning.

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

The role of the key person is implemented effectively in the pre-school ensuring every child's care is tailored to their individual needs. Staff spend time getting to know children and their families well. They gather good detailed information from parents, to support children's emotional well-being. Staff use this information and their flexible settling-in procedure to help ensure children form secure emotional attachments with their key person. Staff demonstrate a caring, loving and nurturing nature as they warmly interact with children. Resources are stored at age-appropriate heights and the enabling environment promotes children's independence in their self-chosen tasks.

There is a good focus on physical activities and this enables all children to develop very good control of their bodies. Children are encouraged to pour their own drinks and select their own from a range of healthy and nutritious options. This gives children the opportunity to try new tastes and is varied to encourage children to be interested in what they eat. Snack times are sociable occasions and staff use this time effectively to talk about healthy food choices. Staff are vigilant in promoting very good hygiene as a matter of course in their daily routines. Good hand washing and nappy changing procedures are

followed and staff ensure that efficient hygiene practices keep children safe and healthy.

Children's behaviour is very good because staff are positive role models and encourage children to share and take turns as they play alongside others. Staff inform children of their expectations. For example, as children read books independently, staff inform them that it is nearly time to tidy up, allowing time for the children to finish their books. Staff give children regular praise during play, to boost their self-esteem. As a result, the pre-school is full of happy, settled and well-behaved children. They work together to tidy toys away, keeping themselves and their environment safe. Staff allow children the opportunity to take calculated risks. For example, they are reminded to look out for other children as they ride their bikes in the play area. Staff understand the importance of children learning through active play and talk about the safety implications of activities. Children are taught about road safety when out in the community. As a result, children are developing very good levels of safety understanding, confidence and self-esteem. These opportunities help children develop the emotional and practical skills they need for the future and learn how to keep themselves safe from harm. Their move on to school is supported well because the pre-school has very strong links with the local school and staff from the school visit the pre-school to observe and meet children. Staff take children on visits to school in the term before they start so children are familiar with their new surroundings. Information is shared appropriately to ensure children's learning is not disrupted when they move on to the next stage in their learning.

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

The manager and staff have a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good knowledge of child protection. Many of them have attended training to ensure their skills are up to date, so that they know what to do if they have a concern about a child in their care. As a result, children's welfare is safeguarded. Security is good, for example, the pre-school door is locked with visitors and parents ringing the bell to gain entry. Visitors' identity is checked and they are required to sign in and out. Staff regularly complete head-count checks in each room. This ensures that an accurate record is maintained of everyone coming in or out of the pre-school and ensures ratios are always met.

Detailed risk assessments are carried out and staff make daily checks of the pre-school to ensure that it is safe for the children. As a result, children's health and well-being is well supported. Policies and procedures are reviewed regularly to ensure that they reflect the current guidelines and practices. Good systems are in place for recruitment. All of the relevant checks are carried out to assess suitability and ensure staff are suitable to work with children. Staff's professional development is monitored by a yearly appraisal and followed by regular observations of practice and supervision meetings. Staff are well qualified or working towards further qualifications and this has a positive impact on children's learning. Good systems are in place to monitor children's progress and ensure staff have an overview of each child's learning, so they can identify any gaps in their development. Staff complete the required progress check at age two years and a transition assessment when children move on to school.

There is a good system in place to evaluate the provision, which staff and parents are involved in to ensure continuous improvement. Partnerships with parents are well established and they share good information to promote children's learning and care needs. Parents are very actively involved in their children's learning in a wide range of ways. For example, through daily discussions, regularly reviewing their children's development files and termly summative assessments that are completed and sent home. Parents speak highly of the pre-school and feel that staff keep them well informed of their child's learning and development. The pre-school has also developed good links with local schools and other professionals, in order to identify all children's needs and help them to make consistently good progress. The pre-school receives support from Derbyshire local authority. This effectively promotes continuity of care and learning and helps to ensure that no child is disadvantaged, including children with special educational needs and/or disabilities and children who speak English as an additional language.

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

Unique reference number	EY471945
Local authority	Derbyshire
Inspection number	943699
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	54
Name of provider	Mitchells Pre-Schools Limited
Date of previous inspection	not applicable
Telephone number	07889922780

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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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