

Burton Pre-School

Burton Memorial Hall, Burton, CARNFORTH, Lancashire, LA6 1HR

Inspection date	20/10/2014
Previous inspection date	12/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The management committee is not fully aware of their responsibilities in relation to meeting their legal responsibilities to inform Ofsted of changes. This relates to the Early Register. As a result, the safeguarding of children is not assured because appropriate suitability checks and vetting procedures have not been put in place.
- Occasionally, children do not have the full range of activities and resources available when playing outside, for example, use of the sand pit. As a result, their individual interests are not always fully catered for.

It has the following strengths

- There are effective partnerships with parents, ensuring relevant information about children's learning and care is shared successfully.
- Staff are enthusiastic and motivational. The information gained from observations and assessments is used to plan challenging activities, to support children's progress in all areas of learning.
- Children have developed secure relationships with the friendly staff and enter happily into the premises. Staff clean the premises on a daily basis to ensure the environment is safe and welcoming.

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 and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the committee members, manager and staff at convenient times throughout the inspection.
- The inspector spoke with parents, taking their views into account.
- The inspector checked evidence of qualifications and the suitability of staff.
- The inspector viewed a wide range of documentation, including children's learning files, relevant policies and procedures, risk assessments and planning files.

Inspector

Janice Caryl

Full report

Information about the setting

Burton Pre-School opened in 1991 and is managed by a voluntary committee. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the Memorial Hall, situated in the centre of Burton-in-Kendal, Cumbria. The pre-school serves the immediate locality and also the surrounding areas. The pre-school opens on Monday and Friday from 9am until 3pm, and Tuesday, Wednesday and Thursday from 9am until 12 noon, term time only. Children attend for a variety of sessions. Children are cared for across one large room and have access to an enclosed outdoor play area. There are currently 27 children on roll, all of whom are in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities. There are currently three staff working directly with the children, all of whom have an appropriate early years qualification. The manager holds an appropriate qualification at level 6 and the deputy holds a relevant qualification at level 4. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that suitability checks, including those required through the Disclosure and Barring Service, are completed on all adults as soon as they are appointed, particularly with regard to new committee members.

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

- respond to children interests by providing favourite resources to enrich and sustain their learning.

Inspection judgements

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

The staff have a good level of knowledge and understanding of the learning and development requirements in the Early Years Foundation Stage. Activities and experiences for children are stimulating and exciting. Consequently, children are enticed to join in and effectively learn through their play. Staff gather a comprehensive range of information from parents when children first start. This helps staff to get to know the children and plan appropriately challenging activities that suit their individual needs. Subsequent observations on children are effectively evaluated to make sure that children's next steps

in learning are appropriately planned for. As a result, children make good progress in relation to their starting points. Staff have high expectations of all children, including those with special educational needs and/or disabilities. For example, activities and experiences are suitably adapted to ensure that all children are able to take part according to their individual needs, age and stage of development. Children's learning journals reflect the progress that children are making. Assessments and progress checks are completed efficiently on all children and discussed with parents on a regular basis. This effectively keeps parents informed of their children's progress and helps to identify any gaps in learning. Precise monitoring of children's learning means that all children, including those with special educational needs and/or disabilities make good progress towards the early learning goals.

The quality of teaching is good. There is a good balance between child-initiated and adult-led activities. The environment is well planned to enable free choice and independent play so that children gain the necessary skills in preparation for school. Children quickly become engaged in activities of their own choosing when they first arrive at the pre-school. For example, children enjoy matching and sorting colours and shapes as they develop their early mathematical skills. Children use their imagination as they become engrossed in setting up their own picnic. They chat amongst themselves about the foods they like, developing their communication skills. Children show their confidence and emerging social skills as they invite other adults to join them and share their play experiences. Children enjoy playing outside and taking part in gardening activities, such as growing their own fruit and vegetables. However, children expressing an interest in playing with the sand are disappointed because it is not always available and they cannot extend their own play. Staff effectively teach children about the environment in which they live. Children are encouraged to observe the lanes, houses and shops while on an environmental walk. Staff promote communication and language skills as children recall their experience and help to make a plan of the route they took. This helps children develop an understanding of their community and learn about spatial awareness. Children enjoy making models of the houses and buildings to put on display, learning about shape, space and measurement. Staff extend children's learning by inviting them to become scientists. Children become excited as they put on their scientists coats and wait in anticipation for the next instructions, developing their listening and attention skills. Staff are skilled at asking children questions to help them think and solve problems. For example, children are encouraged to work as a group, deciding what needs to be added to the flour to make it sticky enough to make more buildings. Children take great delight in mixing the flour and water together in a large floor tray, developing their upper arm muscles as well as manipulating the mixture with their hands and fingers. This results in an effective sensory activity which children thoroughly enjoy.

The partnership that managers and staff have with parents is very strong and secure. The key persons effectively engage with parents from the outset, building relationships and gathering information. Parents are welcomed warmly and have access to a wide range of information, including their children's learning files. These are a delightful account of children's time at the pre-school, containing photographs, observations, extended learning opportunities and progress checks. As a result, parents are kept well informed of their children's learning and development. Parents are actively encouraged to talk informally to staff on a daily basis and at parents' meetings. Children enjoy choosing books to take

home in their book bags and staff welcome contributions from home about children's learning. This effectively supports continuity and shared learning opportunities, helping to ensure that a complete picture of children's learning and development is obtained.

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

Staff are deployed efficiently to ensure that children are supervised at all times, maintaining their safety. However, not all committee members have yet been suitably vetted, which means children's sense of well-being is misplaced. Children are warmly welcomed by their key persons into this inclusive setting. Settling-in procedures effectively help children feel relaxed and confident to explore their new surroundings. Consequently, children's emotional well-being is fostered well. Children demonstrate their attachments to staff as they share their experiences and ask for help and support as necessary. Children are confident and capable learners and staff encourage them to be independent, such as preparing their own snack. However, there are no facilities for children to hang up their coats or store their own possessions. As a result, the promotion of independence in this area is less effective. Staff teach children to learn to assess risk and look after themselves. For example, children are encouraged to take some responsibility for making areas safe to play. Children are encouraged to think about and come to their own conclusions about how to make the wet outdoor play area safe. Children patiently wait before going down the slide while other children bring cloths to wipe it dry. As a result, children learn to effectively minimise hazards so that they can play safely.

Children are encouraged to attend to their own personal hygiene and are taught about washing hands and preventing cross-contamination. Children learn about eating healthy food options because fresh fruit is provided on a daily basis. Children know their routines well and happily share the fruit between themselves, learning manners and good social skills. Children choose between water and milk and confidently pour their own drinks, supported by staff when necessary. Staff promote healthy lifestyles further. Children have lots of opportunities to develop their physical skills, both inside the pre-school and in the outdoor area. Children enjoy going on walks into the community and have bicycles, scooters and vehicles to ride and pedal. Children enjoy taking part in circle games where they sing songs and perform the actions. They enjoy bending, stretching and moving around in one direction and then another. Staff talk to them about the movements they make and the effect on their bodies, promoting learning in health and bodily awareness. Staff with the skills in forest school practice take the older children out to the local woods on a regular basis. As a result, children's outdoor experiences are effectively extended and enhanced. Staff set clear boundaries so that children develop a sense of what is right and wrong. Staff encourage children to take turns, think about each other's feelings and make friends. As a result, behaviour is good and children learn to care for each other.

Children attending other childcare settings and those going on to school are effectively supported. Staff ensure that communication between all the settings is clear and relevant to ensure the needs of children continue to be met. Staff prepare children emotionally and physically for moving into school, by planning sessions that match routines. For example, children take part in physical education sessions, where they change their clothes

independently. Children are given ample time to practise their skills so that they become more confident and competent. In addition, visits to schools are arranged and teachers attend some pre-school sessions. This helps contribute to a shared familiarity between children and other adults.

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

At the inspection it was found that the provider had not notified Ofsted of changes to the nominated person and individuals on the committee within the prescribed time period. This is a breach of the legal requirements for both the Early Years Register and the compulsory part of the Childcare Register. Consequently, the management committee has failed to comply with the legal requirements of the Early Years Foundation Stage. In addition to this, the new committee members, have not completed suitability checks by obtaining a Disclosure and Barring Service check and have made decisions regarding the suitability of newly employed staff. As a result of this, the procedures to safeguard children are not well implemented. The manager and staff are all suitably trained in child protection procedures and demonstrate their understanding of what to do should they have a concern over a child's welfare. Risk assessments are very comprehensive and daily checks help to minimise all hazards. The pre-school is safe and secure and visitors are asked to sign in. Policies and procedures are reviewed regularly to ensure they are up to date. For example, safeguarding policies include relevant contact details should they be needed in an emergency. Recruitment procedures for staff are followed appropriately. For example, qualifications are checked, references are sought and suitability checks carried out. This means that staff working directly with the children are safe and suitable to do so. All staff have a first-aid qualification, which means that children are appropriately treated in case of accident or minor emergency.

The manager is well qualified and ensures that children's assessments are monitored closely. Children's overall progress within the development bands is documented so that any gaps in learning are easily identified. Consequently, any additional support or advice needed to help close gaps is sought in a timely manner. The manager and staff work hard to ensure that the educational programme is broad, balanced and stimulating. In addition, there is effective partnership working to successfully support children with special educational needs and/or disabilities. The manager works closely with staff and monitors their performance efficiently to ensure they are effectively helping all children to make best progress. She completes regular key person supervision meetings where, together, specific targets are set to improve practice. Annual appraisals with staff help to identify specific training needs, which staff embrace. All staff have their own training plan and attend as many courses as possible to help improve their skills further. This has a positive impact on the quality of care and education that is provided for children.

Staff ensure that parents are kept informed about their children's development. A digital display in the entrance hall shows parents and carers what children have been doing on a daily basis. Children's learning files are available for them to view at any time. Parents' evenings are organised twice a year where key persons discuss children's progress and

parents can view files and read reports. Staff value feedback from parents to help them with the evaluation process. They continually reflect on the pre-school provision and set firm actions to help improve all aspects. Parents are consulted through the use of questionnaires and children's opinions are noted. This means there is a collective approach to evaluating the pre-school provision. The manager and staff have strong links with the local schools and nurseries, which fosters effective communication and relationship building. Strong links with other agencies, such as other health and care professionals and the local authority support and contribute to meeting the needs of all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure effective systems are in place to ensure that the registered person and committee members are suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure systems are in place to notify Ofsted of any changes to the nominated person of the childcare provision (compulsory part of the Childcare Register)
- ensure effective systems are in place to ensure that the registered person and committee members are suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- ensure systems are in place to notify Ofsted of any changes to the nominated person of the childcare provision (voluntary part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	317487
Local authority	Cumbria
Inspection number	868437
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	27
Name of provider	Burton Pre-School Committee
Date of previous inspection	12/05/2011
Telephone number	07917870001

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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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