

Gunness & Burringham Pre-School

Gunness & Burringham C of E School, Burringham Road, Gunness, Scunthorpe, North Lincs, DN17 3LT

Inspection date	25/11/2014
Previous inspection date	19/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Children are suitably safeguarded because staff use appropriate risk assessments and safety procedures. This provides a safe and secure environment in which children can play and learn.
- Partnerships with parents and other early years providers are established and make a strong contribution to meeting children's needs.

It is not yet good because

- Leadership and management are not fully monitoring and supervising some staff and do not always focus on enhancing the quality of teaching in order to maximise children's attainment.
- Children are not consistently offered challenging experiences that support their creative thinking and ideas. As a result, some activities are mundane and do not always meet the needs of more able children.
- Children's well-being is not fully supported because staff do not consistently monitor the temperature in the room is, so that children are kept warm at all times.
- Staff do not always make the best use of opportunities to fully promote children's awareness of the similarities and differences between themselves and others and among families, communities and traditions.

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 observed activities in the main playroom and outdoors.
- The inspector looked at children's folders containing observations and assessment records.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the setting's policies and insurance documentation.
- The inspector completed a joint observation with the deputy manager and had discussions with the key persons. She also held discussions with the chairperson of the committee.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Caroline Stott

Full report

Information about the setting

Gunness and Burringham Pre-School registered in 1987 and is on the Early Years Register and the compulsory part and voluntary part of the Childcare Register. It operates from a room and outdoor area of Gunness and Burringham Church of England School in Gunness and Burringham, North Lincolnshire. The pre-school is run by a volunteer committee. It is open Monday to Friday during term time from 8.50am to 11.50am. The pre-school employs four members of staff. Of these, the deputy holds a level 5 childcare qualification and the manager and two other staff hold relevant level 3 childcare qualifications. There are currently 27 children on roll who are within the early years age group. The pre-school receives funded early education for two-, three- and four-year-olds. It 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 meet the requirements of the Early Years Foundation Stage the provider must:

- establish systems further, to monitor performance management. For example, by introducing regular observations of practice to enhance staff's teaching skills, so that children make good progress
- provide more challenging experiences for more able children to help them make links between their ideas, in order for them to think creatively and become active learners.

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

- improve the organisation of the facilities to ensure the temperature is appropriately maintained, so that children are kept warm at all times
- enhance opportunities for children to gain an awareness of equality and diversity by promoting their understanding of the similarities and differences between themselves and others and among families, communities and traditions.

Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They carry out regular observations of children during their play, which are used to inform assessments of children's learning. Individual next steps for

children's development are identified and these are used in the planning of daily activities. This means staff identify children's current stage of learning and development and provide opportunities for them to make sound progress. Children engage in many stimulating opportunities to explore, investigate and to learn through first-hand experiences. For example, children explore a tablet independently and are fascinated by the items on the screen. This shows that children know how to operate simple equipment. Children outside investigate the sand play; they fill and empty containers and use mathematical language in their play, such as 'heavy' and 'full'. However, the quality of teaching is variable. Staff engage children in conversations but some opportunities are missed regarding extending children's learning. The deputy manager encourages children to count successfully in a play dough activity and this supports children's mathematical development and listening skills. However, staff do not always use successful teaching strategies or ask open-ended questions to encourage children's thinking further or promote their creative ideas. As a result, some activities do not meet more able children's needs, are sometimes mundane and lack a good level of challenge.

Children are supported to gain suitable communication and language skills. For example, staff encourage children to join in with familiar songs that embrace well-known actions and words. This promotes children's language development and their control in their physical movements. Children are confident communicators; they talk to each other and visitors while they organise their play. This means children speak and listen in a range of situations and they respond to what they hear with relevant comments and appropriate answers. Children use various construction materials to build and design. They confidently join and assemble their models as they make representations of their ideas. This demonstrates that children use a variety of materials to act out their understanding of people, places and technology in the environment. This also supports children's self-confidence because they master skills and consolidate what they can do. However, adult-led activities are used less effectively to support children's awareness of equality and diversity in the world. As a result, children do not have consistently rich opportunities to learn about the similarities and differences between themselves and others and among families, communities and traditions.

The pre-school staff successfully engage with parents and encourage them to continually contribute to children's learning and development. Parents complete initial assessments of children's starting points on entry. Staff use a variety of methods to support parents to share information from home. For example, 'Things I have been doing at home forms' and regular open afternoons keep parents well informed about their children's progress. Children's learning and development is recorded in their own development file, which is also regularly shared with parents. The child's key person shares information with and from parents. This, along with daily discussions, enables the key person to be fully informed about children's achievements away from the setting. This also enables parents to continue with their children's learning and development at home.

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

Children are happy and settled in the pre-school. They enter the setting happily and smile and warmly greet their friends on arrival. The staff offer a wide range of age-appropriate

resources for children indoors and out. A key-person system is in place to help children to build relationships with staff; this suitably supports their emotional needs and children form appropriate bonds. Children show they are confident as they move around the environment freely and make independent choices about what they would like to play with. Children play cooperatively with each other and talk and play eagerly as they negotiate their roles and actions. Children's behaviour is good as they learn to share and take turns. This is because staff are positive role models and offer praise, encouragement and support for children's achievements. Positive reinforcement takes place and this helps increase children's self-esteem. Children are encouraged to develop healthy lifestyles. They enjoy healthy snacks, for example, a variety of fruit is offered. This means that children receive consistent messages regarding healthy options and healthy eating. Children have good opportunities to develop their independence skills, pouring their own drinks and tidying away their crockery. This enables children to enjoy the responsibility of carrying out tasks and help them become self-assured. However, not enough attention is paid to ensuring the pre-school room is kept warm at all times. This is due to the door being left open while children access the outdoor play area. As a result, some children feel the cold during the session.

Children benefit from regular fresh air and exercise during outdoor play as they dig and use a variety of resources and tools confidently. Staff respond well to children's interests and also incorporate parents' observations of their children when planning activities. For example, a water tray activity enables children to follow their interest in splashing in puddles, promoting their jumping and physical skills further. Children investigate by digging in the mud and sitting in tubs, talking about what they are doing and demonstrating their imaginative play. This provides children with the opportunity to show their control and coordination in their large and small movements. Staff praise their efforts and encourage the children to repeat the activity, which builds their confidence well. Children gain an understanding of managing their own safety and the safety of others, as consequences are discussed. For example, children are reminded to be careful of using tools near others. This helps children to be aware of their actions around their friends, manage risks and learn the behavioural expectations in the pre-school. All children are learning about the need for good hygiene practices as they routinely wash their hands before touching food and after visiting the toilet. This supports children to become independent in managing their own hygiene and their personal care. As a result, children are equipped with some of the skills they need for their future learning and school.

Staff continue to work with families to help their children settle into the pre-school and parents welcome this support. Staff use various documents to exchange information on children's initial care needs and their interests. This provides appropriate support to aid children's move into the pre-school as staff offer activities and resources from children's interests. The pre-school is on a school site and has well-established links with the school teachers. The head of the school and reception teachers regularly come in to see the children. Staff share 'communication books' and transition documents to support children's learning and development between the settings. These communication books are also shared with other early years providers, such as childminders. As a result, children receive consistency and continuity in their learning and development and are prepared for the transition to the school when the time comes.

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

Overall, the management team demonstrate a suitable understanding of their responsibilities in meeting the requirements for the Early Years Foundation Stage. The pre-school has a clear safeguarding policy and procedure in place and all staff have attended safeguarding training and have appropriate first-aid training. This means staff have an adequate knowledge and understanding of the steps to take should they have concerns for a child's welfare. Arrangements for safeguarding children are acceptable and any concerns that arise are dealt with appropriately to support and maintain children's safety and well-being. Staff are vigilant about the safety of the premises and the outdoor area. For example, during busy times when parents are picking up children from the pre-school, staff are watchful to ensure that no unauthorised person is able to enter the setting or any child to leave unsupervised. All staff and the appropriate committee members have Disclosure and Barring Service checks in place to indicate their suitability to work with or be around children. This provides children with an appropriate safe and secure environment in which to play and learn.

Systems are in place to monitor the educational programmes and children's progress. Staff assess if the children are appropriately progressing for their age. Key persons complete regular summaries and the progress check for children aged between two and three years, both of which are shared with parents. They also track children's progress on a regular basis to make sure they are making steady progress in their learning and development over time. The pre-school staff are qualified and attend frequent ongoing training to continue to develop their knowledge and skills further. Annual staff appraisals are carried out which inform their continuing professional development. However, supervisions and peer observations are not yet fully embedded to robustly monitor and evaluate all areas of the staff's practice. This means that some staff's quality of teaching is not always shaping future challenging learning experiences in order to maximise children's attainment.

Partnerships with parents are positive and they are happy with the service provided. Parents are continually involved in their children's learning. They chat to staff about this at drop-off and pick-up times. They comment that staff are approachable and friendly and that they are happy with the activities that the pre-school provides. The parent noticeboard and many displays provide parents with relevant information about the pre-school. Partnerships with other professionals are suitably in place. Staff attend relevant training to secure appropriate interventions and benefit the children in their care, such as supporting boys' learning and have attended the local authority training about two-year-old funding. The staff are fully aware of the need to work with external agencies to ensure children and their families get the support they need. The staff have completed a detailed self-evaluation that identifies strengths and weaknesses and is used to set targets for improvement. The recommendation from the last inspection has been met, supporting children's use in a range of information and communication technology. The staff and the new committee chairperson are committed to providing a quality service for the benefit of the children. Consequently, this demonstrates a sound attitude towards continuous improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	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	205699
Local authority	North Lincolnshire
Inspection number	865362
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	27
Name of provider	Gunness & Burringham Pre-School Playgroup Committee
Date of previous inspection	19/05/2009
Telephone number	01724 782878 or 07940 648899

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

