

# Burradon Pre-School

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

<b>Inspection date</b>	15/01/2015
Previous inspection date	12/02/2014

<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

- Staff work hard to transform the community room into a child-friendly environment, which is appropriately organised, so that children can freely choose from most resources.
- Children are safeguarded well in the pre-school. This is because appropriate checks are carried out for all staff and children's welfare is monitored well.

### It is not yet good because

- Teaching is not consistently good. Staff are not providing sufficient, high quality experiences that help children extend their communication and language skills.
- Some parents are not kept fully up to date with their child's progress, in order to help and extend their learning at home.
- The manager's arrangements for checking the quality of staff practice is not sufficiently focused, in order to identify weaknesses in teaching and the impact this has on children's communication and language needs.
- Children are not effectively developing their understanding of good hygiene practices because staff do not consistently provide them with fresh water when washing their hands.

## 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 activities throughout the pre-school in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualification of staff working with children and the provider's self-evaluation.
- The inspector carried out a joint observation with the manager.

## Inspector

Janet Fairhurst

## 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 whom, 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. The pre-school supports children who speak English as an additional language.

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

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

- improve the quality of teaching, especially in communication and language, by maximising opportunities to engage children in sustained conversations; getting down to their eye level and enabling them to speak and listen in a range of situations
- improve partnerships by ensuring all parents are kept up to date with their child's progress and are fully aware of their individual learning and development needs.

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

- improve the methods used for checking the quality of teaching to ensure that these are sufficiently focused on the impact of teaching on children's learning
- develop children's current understanding of good hygiene procedures further and support their good health by ensuring they use fresh water when washing their hands.

## Inspection judgements

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

Staff have an appropriate knowledge of the learning and development requirements of the Early Years Foundation Stage. They use this knowledge appropriately to support children in most aspects of their learning and development. Children generally engage well and

show curiosity about objects and resources presented to them. They enjoy leading their own play and taking part in activities, which are guided by adults. For example, staff support children as they attempt to thread string through pasta tubes to make a necklace. Staff model how this is achieved and provide children with lots of praise and encouragement, so that most of them are able to achieve their goal. Regular observation and assessment of children's learning are carried out and these are documented reasonably well in children's individual learning journal files. However, the quality of teaching is variable and not all staff take full account of all children's individual levels of achievement and learning styles when supporting their play. For example, when staff support children who speak English as an additional language and those who have lower than expected communication and language skills; teaching is not yet good enough during all activities to fully develop the skills all children need to become confident talkers. For example, staff do not always engage children in sustained conversations, get down to their eye level when talking to them or make effective use of open questions, for example, to encourage dialogue. As a result, not all children make good enough progress in their communication and language skills.

Staff help children to develop their personal, social and emotional skills, supporting them to understand the need to share, take turns and to respect each other's feelings. For example, when playing with the train track, staff provide simple explanations to remind children about the importance of sharing and taking turns. Children have access to books and make marks on paper using paint, pencils and crayons. This helps to foster children's emerging literacy skills. However, occasionally, group story time does not always consistently reflect the individual needs of all children. This is because not all staff sit with the children to help encourage them to focus and to fully maximise their listening and communication skills. Children are becoming curious and inquisitive, developing the skills they need for future exploration and investigation. They thoroughly enjoy the interactive toys and beam with delight when they work out how to press the button that makes the lights flash and the music start. Children are provided with good opportunities to develop their physical skills. Indoors, they use their hands to manipulate the dough, thread bobbins and complete simple jigsaw puzzles. Outdoors, they have access to toys and equipment, such as bicycles and scooters. As a result, children are gaining some of the necessary skills needed for their move to other settings, such as nursery or school.

Staff have sound relationships with parents and exchange relevant information as they drop off and collect their children. However, this information generally consists of how the children have been during the session and it is not sufficiently focussed on what they are learning. Some parents are aware that their child has a learning journal and that they can discuss their progress with staff at anytime. However, this is not routinely carried out and it is not embedded within practice in the pre-school. As a result, most parents are not kept up to date with their child's progress, in order to help and extend their learning at home.

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

Children are generally happy and settled in the pre-school. Staff show a caring approach to the children who they look after. Also, children are confident to turn to staff for help and support. As part of children's settling-in procedure, staff encourage parents to visit

with their children prior to the placement starting. This allows time for children to form relationships with their key person and helps to make the move between home and pre-school generally smooth. Staff work hard to make this 'pack-away' setting a welcoming and child-friendly environment in which children enjoy their time and have fun. Some low-level storage units allow children to self-select resources, therefore, developing their independence. Overall, children's behaviour is managed well. Staff talk to children to explain why certain behaviour is not acceptable. They use praise to motivate children to behave in positive ways. As a result, children behave well and they are socially and emotionally prepared for future moves.

Staff promote healthy eating by providing nutritious snacks and ensuring drinking water is available throughout the session. During snack time, children's independence is promoted as they select the fruit, which they would like to eat and pour their own drinks. Staff encourage children to wash their hands after going to the toilet and before eating. However, good hygiene procedures are not consistently followed because children use the same bowl of water to wash their hands. This means that children are not developing an understanding of good hygiene procedures to support their good health. Children regularly use the outdoor area and learn about the benefits of exercise and fresh air. Staff help children to keep themselves safe and understand dangers and risk by reminding them to walk when indoors and to sit at the table while they are eating. This helps to promote a safe environment where children feel comfortable to learn.

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

The manager fully understands her responsibility in meeting the safeguarding and welfare requirements for the Early Years Foundation Stage. As the designated lead for safeguarding, she has a clear understanding of her role and ensures that all staff fully understand what to do should they have concerns about a child. This means that children are safeguarded and their welfare is monitored closely. Recruitment procedures are effective, ensuring that all staff working with children are suitable to do so. There are clear and well-understood policies and procedures in place for assessing risks to children's safety. For example, daily risk assessments are carried out by all staff to ensure areas accessed by children are safe and any hazards are quickly identified and removed. The manager has a suitable awareness of her responsibility to monitor the educational programmes, the progress of children and the performance of staff. She works directly with children and this provides some useful insight into quality of practice. However, the methods used for checking the quality of teaching and learning are not as effective as they could be because inconsistencies in teaching are not identified and addressed. For example, insufficient focus is placed on how well children's communication skills are developed by staff when they support their play. Appropriate arrangements are in place for the supervision of staff. This enables staff to discuss individual children's progress, address any issues and identify training to support their own professional development. For example, two members of staff have secured placements and will be starting to train for an early years qualification at level 3.

The manager has a sound knowledge and understanding of working with parents. However, due to variations in practice in the sharing of progress information for all parents, partnerships require improvement to be good. Parents spoken to during the inspection provided positive feedback about the manager and her staff. They commented that staff are friendly and very approachable and that their child likes coming to pre-school. Partnerships with external agencies are established and contribute to meeting children's needs. Information received from services, such as speech and language therapy, is used well. This ensures that children get the help and support, which they need to address their individual needs and circumstances. Self-evaluation is developing and generally takes into account the views of the staff and parents. The actions and recommendations from the previous inspection have, in the main, been sufficiently addressed. For example, staff now provide children with a range of interactive toys, which helps to promote their skills in information and communication technology. The manager is keen to improve the service and regularly seeks advice and guidance from the local authority advisor. Links have also been forged with other local early years providers, so that staff share ideas and best practice through their attendance at network meetings.

## 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

<b>Unique reference number</b>	EY385949
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	962859
<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>	12/02/2014
<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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