

Burton Pre-School

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



Inspection date	10 February 2015
Previous inspection date	20 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children's emotional well-being is fostered through an effective key-person system where children initiate their natural preference for particular members of staff. This ensures that children are happy and settled through secure attachments.
- Partnerships with parents are good. Staff keep parents well informed of their children's time at the setting through the effective use of link books and through images displayed at the end of the session on the digital photograph frame.
- Staff are well qualified and have a good understanding of how children learn. They skilfully use information from their observations and assessments to shape future learning experiences for the children that meet their individual needs and interests.
- Children respect each other as individuals because they learn that everyone is unique. Children socialise well together and confidently reflect on their own experiences as they observe the photographs in their learning files alongside other children.
- Children's safety and well-being are regarded as a high priority. Effective systems are in place to keep children safe within the setting and when on outings. Children learn to respect each other's space and manage their own safety when using the large play equipment because staff skilfully intervene to remind them about keeping safe.

It is not yet outstanding because:

- There are opportunities to refine the monitoring of children's progress, in order to instantly recognise and rapidly support any emerging gaps for groups of children across the whole setting.
- Children do not always pour their own drinks and cut up their own fruit at snack times each day to promote their independence skills further.

What the setting needs to do to improve further

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

- refine the systems for monitoring children's progress so that any gaps in learning for groups of children across the whole setting are instantly identified and rapidly supported, for example, by creating an effective overview of all children's progress across all areas of learning
- enhance the opportunities for children to develop further their independence skills, for example, by enabling children to pour their own drinks and cut up their own fruit at snack time each day.

Inspection activities

- The inspector toured the areas of the hall used by the pre-school.
- The inspector examined a range of documents, including evidence of suitability checks for staff and committee members, a record of staff training and support, the provider's improvement plan, policies and procedures and children's learning files.
- The inspector observed children during their freely chosen activities, both indoors and outside.
- The inspector held discussions with the manager, all staff, the children and a member of the committee during the inspection.
- The inspector conducted a joint observation with the manager of the pre-school during a planned activity.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Charlotte Bowe

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a good range of activities to promote children's learning and development across all areas. Children develop their physical skills as they play with the foam bricks in the outdoor area. Older children enjoy making a garage for the bikes and younger children are supported in their enjoyment of building a tower and then knocking it down. Staff extend children's learning as they encourage them to use mathematical language during play, asking how high they will build their tower. This is further supported as staff begin to count the number of bricks children are using and encourage them to join in. Children with special educational needs and/or disabilities are supported very well. Staff confidently liaise with other professionals and parents to ensure that the next steps in their learning are shaped through specific, measurable and achievable targets. The regular sharing of children's files ensures parents are fully engaged in their child's learning.

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

Children are emotionally prepared for their move to school because the staff incorporate many school-life activities into their daily routines. For example, children enjoy taking part in physical education sessions each week and begin to independently dress and undress themselves. They enjoy taking books home in their reading folders to share with their parents. Staff encourage children to do many things for themselves. For example, children independently select their coats for outdoor play and access the toilet for themselves. However, at snack time children do not always cut up their own fruit and pour their own drinks to enhance these skills further. Children respect one another as they play. They know the expectations of the setting because staff are good role models. Children are supported in celebrating their achievements and delight as they receive their special certificates for their good work at circle time.

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

Managers and leaders have a good understanding of their roles and responsibilities in meeting the requirements of the Early Years Foundation Stage. They aspire to raise the quality of care and learning for children and complete effective and regular evaluations of their provision. Robust recruitment procedures ensure that all staff are experienced and suitable for their role. A good programme of support and training is in place to support staff. For example, regular supervisions are held with staff to identify what they do well and to identify any further training to support staff within their roles. The quality of teaching is good because all staff are well qualified and experienced. The manager monitors the educational programmes and children's progress regularly. She has a good understanding of the progress that all children are making across all areas because she reviews their learning files before they are sent out to parents to share. However, the files are reviewed individually over a period of time so gaps in groups of children's learning across the whole setting are not always instantly identified and rapidly supported.

Setting details

Unique reference number	317487
Local authority	Cumbria
Inspection number	998765
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	30
Name of provider	Burton Pre-School Committee
Date of previous inspection	20 October 2014
Telephone number	07917870001

Burton Pre-School was registered in 1991 and operates from within Burton Memorial Hall. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 3. The manager holds a level 4 qualification. The pre-school opens on Mondays and Fridays from 9am to 3pm and Tuesdays, Wednesdays and Thursdays from 9am to 12pm during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

