

Gunness & Burringham Pre-School



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

Inspection date	11 November 2015
Previous inspection date	25 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The committee, leaders and staff have worked hard to make the required improvements since the last inspection. They fully utilise the support of the local authority and other settings, and access training to help improve their practice.
- Robust performance management of staff has led to great improvements in the quality of teaching. Staff are particularly skilled at interacting with children and extending their learning through using effective questioning and dialogue.
- Leaders and staff work extremely well with parents and other professionals, particularly those from other settings where children also attend. This ensures any additional needs are swiftly identified and addressed in a consistent manner, helping those children to catch up quickly.
- Staff place great importance on making sure children learn good manners, acceptable behaviours and know how to care for themselves. As a result, children are developing their social skills, confidence and independence, ready for school.

It is not yet outstanding because:

- Each child's key person does not have the opportunity to directly share their excellent knowledge of the children with all schools, to further secure their school readiness.
- Staff do not always make the most of opportunities during their interactions with children to promote their mathematical development.

What the setting needs to do to improve further

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

- secure opportunities for each child's key person to share all they know about the children with the teachers in the schools they are moving onto, to further support their transitions and readiness for school
- help staff develop their confidence and skills to better promote children's mathematical development as they interact with children during their play.

Inspection activities

- The inspector observed a range of activities indoors and outdoors.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the provider and managers of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachael Flesher

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff access training and use team meetings to ensure they remain up to date with policies and procedures. They have a good understanding of how to keep children safe. Leaders and staff have a secure understanding of the strengths and weaknesses of the pre-school through robust self-evaluation processes which include the views of staff, parents and children. Targets for improvement are set, and leaders delegate responsibilities, so all take part in improving practice. The new manager receives good support from the committee who take an active role in the leadership and management of the pre-school. Leaders are not afraid to challenge staff and tackle underperformance. They carefully monitor the quality of teaching, the curriculum and children's progress and take steps to ensure all is of good quality. This has resulted in a strong team who strive to provide the very best for children.

Quality of teaching, learning and assessment is good

Staff have high expectations of children and confidently set challenging, achievable, targets to move their learning on. Staff are well deployed to be on hand to support and extend children's learning. They provide all children with ample opportunities to think for themselves, recall events, speak aloud and solve problems. This promotes their all-round learning and development, although mathematics receives less attention. Parents share information about what their children are doing at home, and staff help them to further extend their child's learning and development. Staff make good use of daily routines to teach children. For example, at snack time staff and children talk about how the birds eat the strawberries from the garden. Children are encouraged to find a solution to this problem and suggest building a scarecrow or using an instrument that makes a noise.

Personal development, behaviour and welfare are good

Leaders and staff provide a broad range of exciting activities and resources that interest children and motivate their learning. For example, outdoors they build a pretend bonfire, sweep up leaves, wash clothes and hang them to dry and draw fireworks with chalks on the ground. Children are learning how to keep themselves healthy and safe. They assess and minimise risks before demonstrating creative ways to move across the mats. At snack time they talk with staff about how fruit is good for you and have ample opportunities for physical exercise and fresh air. Children are learning how to value and respect one another; for example, why we wear poppies on Remembrance Day. They show great maturity as they observe the silence. Staff have formed strong relationships with children who go to them for help and comfort. Leaders share information with schools that children move onto, and accompany them on visits where arranged, to help them settle.

Outcomes for children are good

Robust monitoring of children's progress ensures staff know children well. They carefully utilise additional funding, and skilfully direct their teaching, to support each child to achieve their identified next steps. Consequently, children catch up quickly where behind and more able children are appropriately challenged, so all make good progress and are well prepared for school.

Setting details

Unique reference number	205699
Local authority	North Lincolnshire
Inspection number	1005323
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	16
Number of children on roll	23
Name of provider	Gunness & Burringham Pre-School Playgroup Committee
Date of previous inspection	25 November 2014
Telephone number	07469 219802

Gunness and Burringham Pre-School registered in 1987. It operates from a room and outdoor area of Gunness and Burringham Church of England Primary School. The pre-school is run by a voluntary committee. It is open Monday to Wednesday from 8.50am to 3.20pm and Thursday and Friday 8.50am to 11.50am, term-time only. The pre-school employs six members of staff. Of these, one member of staff holds a relevant level 5 qualification and four hold relevant level 3 qualifications. The pre-school receives funded early education for two-, three- and four-year-olds.

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