

# Burgoyne Heights Pre-School



Community Centre, Alamein Close, Burgoyne Heights, Guston, Dover, Kent, CT15 5LY

<b>Inspection date</b>	14 January 2016
Previous inspection date	7 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children with additional needs and those learning English as an additional language are given effective support from knowledgeable staff. Staff work well with other professionals to support children's needs so that they make good progress.
- Children behave very well, and are kind and considerate to their friends. They are active and enthusiastic learners, who confidently explore the well-resourced learning environment. Children are well prepared for moving on to school.
- The manager provides ongoing support to staff to help improve their practice and build on their knowledge and skills.
- Staff provide good-quality teaching. For instance, they know when to become actively involved in children's play and when to step back and allow children to make their own discoveries. Staff ask questions that encourage children to think and experiment.

### It is not yet outstanding because:

- The management team has not fully considered ways to monitor the achievements of groups of children to help identify any further support that they may need.
- Occasionally, there are delays in gaining information from parents about their children's starting points to help staff plan precisely for their learning needs from the start.

## What the setting needs to do to improve further

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

- strengthen ways to monitor the progress of groups of children to help identify and address any specific learning needs they may have
- take all possible steps to gain information from parents about their children's level of development on entry to the pre-school, to help plan for their learning needs from the very start.

### Inspection activities

- The inspector observed children at play in all areas of the pre-school.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of documents, including policies, children's records and staff suitability information.
- The inspector spoke with parents to gain their views.
- The inspector held a meeting with the manager, and spoke with staff and children.

### Inspector

Bernadette Gibbs

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Rigorous recruitment and induction procedures make sure only those suitable to work with children do so. The manager and staff have a strong understanding of their responsibilities to protect children's welfare. They understand how to identify concerns and how to report these. Staff keep up to date with current practice, such as through training. They use the information gained from training effectively. For example, recent training about equality and inclusion has increased their already good knowledge about supporting all children. Self-evaluation is effective and further improvements are identified to continually develop the quality of the provision. Overall, partnerships with parents are effective. Parents have good access to information about the pre-school, such as policies and their children's learning; for example, they have access to an online system.

### Quality of teaching, learning and assessment is good

Staff provide children with a vast range of good-quality resources that interest and motivate their learning. There is a good balance of opportunities for children to make choices in their play and activities that are planned to extend their interests and learning. For example, staff planned an activity relating to a favourite story about where people live, and children worked together effectively to make a house. Through this activity, they developed their concentration skills, used tools and solved problems. For example, children worked out how many of them could fit inside, and where the windows and doors should go. Staff skilfully support children who are learning English as an additional language. For example, they use a comprehensive range of sign language and have a good knowledge about the languages children speak at home and use key words.

### Personal development, behaviour and welfare are outstanding

Staff support children effectively so that they feel emotionally secure and settled. They promote children's self-esteem and confidence well, such as giving praise and encouragement for their achievements and efforts. Children learn to do things for themselves, which promotes their independence. For instance, children learn to cut up their fruit and pour their own healthy drinks. Children develop their physical skills well. For example, they enjoy outdoor play and learn to use large equipment. They learn about staying safe, such as through discussions during play about road safety. Staff provide good role models to children, who helps them understand expected behaviour. Children learn to use good manners, and to share and take turns.

### Outcomes for children are good

All children make good progress from their individual starting points. They are well prepared for their next stage of learning.

## Setting details

<b>Unique reference number</b>	127062
<b>Local authority</b>	Kent
<b>Inspection number</b>	840606
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Burgoyne Heights Playgroup Committee
<b>Date of previous inspection</b>	7 February 2011
<b>Telephone number</b>	01304 219319

Burgoyne Heights Pre-School opened in 1995 and operates from a community centre in Dover, Kent. The pre-school is open Monday to Friday, from 8.30am to 2.45pm, during term time only. The pre-school employs eight staff, all of whom hold appropriate early years qualifications. The manager is qualified to degree level. The pre-school receives funding to provide free early education for children aged two, three and four years.

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