

Burradon Pre-School

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



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| Inspection date | 26 January 2016 |
| Previous inspection date | 15 January 2015 |

| | This inspection: | Good | 2 |
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| The quality and standards of the early years provision | | | |
| | 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 well-qualified staff team provides a broad range of activities that promotes children's good progress. They use a wide range of strategies to extend children's learning. Children gain the key skills they need to be ready for school.
- Children have formed secure attachments with their key person. All staff know the children well and respond attentively to their needs. Children are settled and their emotional well-being is supported.
- Staff are good role models. They consistently promote positive behaviour and have high expectations of the children in their care. Children are involved in discussions and are encouraged to make choices in their learning.
- Partnerships with parents are very good. Information on their children's time at pre-school is shared. Parental meetings help parents to understand the progress their child is making in their learning. This helps them to support and extend their children's learning at home.
- The provider implements effective procedures to support staff to understand their roles. She promotes professional development opportunities through regular supervision and training.

It is not yet outstanding because:

- At times, staff do not promote children's thinking and reasoning skills effectively.
- On occasions, staff miss opportunities to deepen children's understanding of numbers and subtraction.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop their thinking and reasoning skills
- maximise the opportunities for children to deepen their understanding of numbers and subtraction.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school deputy manager.
- The inspector held a meeting with the pre-school deputy manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lynne Pope

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff assess and minimise risks successfully. Staff can identify the potential signs of abuse and know who to contact should they have concerns. The management team and staff have a good understanding of the setting's strengths and areas for development. Actions and recommendations from the previous inspection have successfully been addressed and management continually monitors them to drive improvement. Staff quickly respond to the views of parents, children and others and use the information they gain to effectively improve their provision and practice. For example, staff have developed an information booklet on the Early Years Foundation Stage for parents after they requested more information. This helps to improve the quality of care and learning children receive. Staff identify training that will have the most impact on the quality of the provision. They have attended training to support the development of speech, language and communication for children. Effective monitoring ensures that the planning and assessment process is consistent and that children's skills and abilities are accurately identified.

Quality of teaching, learning and assessment is good

Children are confident, happy and secure. Observations and assessments provide a clear overview of what children can do and what they need to learn next. Staff provide a wide variety of stimulating experiences for children. They follow children's interests and plan activities that highly engage and motivate them in their learning. Children explore the different textures of cornflour and water. Staff introduce discussions about what it feels like and use descriptive words to expand children's vocabulary. Children develop the activity as they bring in resources to see what happens when they roll a car in it. Children learn about rhythmic activities as they join in with different songs and rhymes. This helps to support their literacy and listening skills.

Personal development, behaviour and welfare are good

Staff present a happy and welcoming environment. Children enjoy carrying out tasks for themselves that develop their independence. Staff support them as they learn how to put on their own coats. Staff provide good opportunities for children to enjoy daily physical activity in the outdoor area, where they learn how to move around in different ways. Children learn how to ride tricycles and use their imagination as they play in the playhouse. Children's good health is promoted well. Snacks are healthy and nutritious. Children learn cutting skills as they practise on toy fruits and pour their own drinks. Well-planned activities help children learn about each other's similarities and differences and their lives at home. The move on to school is supported well. Children have the opportunity to dress up in the school uniform and the teacher comes and visits them in pre-school. This helps children to feel safe and secure.

Outcomes for children are good

Children make good progress from their starting points. Staff seek support, when needed, to help close any gaps in learning. Children develop the skills and attitudes they need for future learning.

Setting details

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| Unique reference number | EY385949 |
| Local authority | North Tyneside |
| Inspection number | 1035888 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 3 |
| Total number of places | 16 |
| Number of children on roll | 12 |
| Name of provider | Glynis Anne Galbraith |
| Date of previous inspection | 15 January 2015 |
| Telephone number | 07974 997672 |

Burradon Pre-School was registered in 2008. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 11.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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