

Burnham Pre-School

Carnival Hall, Arcadia Road, Burnham-on-crouch, Essex, CM0 8BS



Inspection date	12 February 2016
Previous inspection date	1 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff gather detailed information about the progress individual children make. They effectively identify what children need to do next and plan activities ensuring children's interests are fully considered. As a result, children are confident to try new things and approach different activities with enthusiasm.
- Staff give high priority to promoting children's language and communication development. They swiftly identify children with language delay and work well with other professionals to provide effective teaching strategies. This helps to ensure that all children achieve to the best of their abilities.
- Leadership is strong. The management team and committee members are dedicated to driving forward improvements. They consistently review the quality of the provision to ensure children's ongoing good progress.
- Children are happy, settled and enjoy their time in the friendly atmosphere of the pre-school. The emphasis staff place on the settling-in process supports children to feel secure when they join the nursery. Careful consideration is also given to support children's emotional security when they make the move to a new group room.

It is not yet outstanding because:

- Staff are not always consistent in the way they teach children to recognise and use the sounds that letters represent.

What the setting needs to do to improve further

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

- strengthen the quality of teaching even more so that children always hear the correct sounds that letters represent.

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 manager.
- The inspector held a meeting with the 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

Sharron Fogarty-Martin

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a clear understanding of child protection issues and the action to take should they have any concerns about a child in their care. First-aid training for all staff is kept current, and the premises is safe and secure. The management team follows robust recruitment procedures to ensure that all staff working with children are suitable to do so. Staff are encouraged to gain higher-level qualifications. Leaders make good use of training and supervision to develop staff knowledge. This all has a positive impact on the quality of teaching and learning. Children's assessment and development records are accurate and of a good quality. Effective monitoring of children's progress ensures that children who may need extra support are quickly identified and appropriate interventions are put in place.

Quality of teaching, learning and assessment is good

Staff provide children with a range of interesting and stimulating resources in the indoor and outdoor environments. Routines are sufficiently flexible to ensure that children have the opportunity to become engrossed in their play and learning. Staff provide resources that may be used in a variety of ways. This allows children to develop their own ideas and use their imagination. Physical and sensory activities promote early writing skills as younger children develop coordination when making marks in shaving foam and sand. Older children practise writing their name in a variety of ways. Staff foster children's love of books and children enjoy listening to traditional fairy tales. They eagerly join in with repeated phrases and enthusiastically act out the story using puppets and props. Staff promote children's communication and language development well because their interactions with children are strong. They talk to children and skilfully use questioning techniques to challenge and extend their thinking.

Personal development, behaviour and welfare are good

Children form warm and caring relationships with their key person who gets to know them well. Staff are good role models. They play alongside children, helping the younger ones to understand how to share and take turns. They praise positive behaviour which boosts children's confidence and self-esteem. Children behave well and learn to be kind to each other. Children develop their independence as they move freely round the thoughtfully planned playrooms. Snacks are nutritious and children learn to independently manage their lunchboxes. They know about washing their hands before eating and after using the toilet. Children enjoy being outdoors in all weathers and are beginning to understand the benefits of fresh air and physical exercise. Parents value the strong partnership they have with the pre-school. They say that staff are caring and approachable.

Outcomes for children are good

All children make good progress from their individual starting points. They are progressing well within the expected range of development for their age. Established links with the local school ensure that children are emotionally well supported when they move on to school. They are gaining the skills and aptitudes necessary to support their future learning.

Setting details

Unique reference number	402278
Local authority	Essex
Inspection number	868970
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	52
Number of children on roll	32
Name of provider	Burnham Pre-School Committee
Date of previous inspection	1 October 2009
Telephone number	01621784186

Burnham Pre-School is run by a parent committee and opened in 1965. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two are working towards a recognised qualification. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am until 12 noon. A lunch club operates between 12 noon and 1.30pm on Mondays, Wednesdays and Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

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