

Burpham Pre-School

Church of Holy Spirit, New Inn Lane, Burpham, Guildford, Surrey, GU4 7HN



Inspection date

7 March 2016

Previous inspection date

17 March 2015

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

- Staff are well qualified and use a good range of skills and knowledge to plan a varied range of stimulating activities and experiences. This helps to support children's developing interests and helps children to become active learners.
- Children have formed close attachments with their key person. Staff are sensitive to children's individual needs, and support their social and emotional needs exceptionally well. This supports children to be happy, settled and ready to learn.
- Effective lines of communication keep parents informed about their children's progress. Parental meetings, communication books and engagement in topic work help them to support their children's learning. Staff promote ideas for learning at home, so parents become actively involved.
- The managers have an accurate view of the pre-school's strengths and weaknesses. They lead the staff team well through an effective mix of challenge and support. Plans for future improvements are targeted to the needs of the children in their care.

It is not yet outstanding because:

- At times, staff do not use their assessments to plan meticulously challenging activities in order for children to make rapid progress in their learning.
- Very occasionally, staff do not fully stretch children's thinking and reasoning skills.

What the setting needs to do to improve further

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

- enhance existing assessment and planning procedures to help target teaching even more precisely so that all children make rapid progress in their learning
- enhance opportunities for children to develop their thinking and reasoning skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a joint observation with the manager and looked at samples of children's assessments and records, and a range of other documentation.
- The inspector held a meeting with the managers and spoke with staff.
- The inspector spoke to a selection of parents, carers and children during the inspection, and took account of their views.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand their roles and responsibilities in promoting the welfare of children. Robust recruitment and induction procedures help to ensure that staff are suitable for their roles. Monitoring of staff performance is secure and is becoming more sharply focused on the quality of teaching. Staff confidently share what they learn from training and partnership working, and make effective improvements to their practice and provision. For example, they have evaluated the environment to ensure that it is rich in language and fosters communication. Monitoring of children's progress is effective and any gaps in learning are swiftly identified and addressed. Staff gather and respond to the views of parents and children, and use the information they gain to effectively improve their provision and practice.

Quality of teaching, learning and assessment is good

Staff promote children's expressive arts and design skills well. Children mixed paint and shaving foam together to create new colours. Outside they created potions from jelly and used a range of tools to fill moulded shapes with sand. Staff support children's language and communication skills extremely well, particularly those who start with skills much lower than those typical for their age. Staff introduce discussions about texture and use descriptive words to expand children's vocabulary. Staff use effective observation, assessment and planning systems to help children achieve their next steps in learning.

Personal development, behaviour and welfare are good

Staff create a warm and nurturing place for children to learn. They review the environment and adapt it to support and extend children's learning and interests. Children's understanding of their own safety is well promoted. Staff talk about how knives are sharp when children chop up their fruit for snacks. Behaviour is managed well. Staff talk to children in a calm and respectful manner. They involve children in discussions around the consequences of their actions, which supports their understanding of caring for others and being kind. Children have exciting opportunities to learn outdoors and experiment with science.

Outcomes for children are good

All children make good progress in relation to their different starting points. Children are very active in an environment that fully promotes their independent learning. Children are encouraged to solve problems, investigate and test their ideas. Staff's use of probing questions and praise for their efforts helps to challenge their thinking, motivating them to experiment. Children learn about similarity and difference through the eyes of other pre-schoolers in the world, as staff exchange information with schools in other continents, such as Africa and North America. This leads to rich and varied discussions about healthy eating and supports their understanding of other cultures and the wider world. Children develop the key skills they need in readiness for school, such as being independent, motivated and able to work things out for themselves.

Setting details

Unique reference number	119959
Local authority	Surrey
Inspection number	1010250
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 - 8
Total number of places	30
Number of children on roll	30
Name of provider	Burpham Pre-School
Date of previous inspection	17 March 2015
Telephone number	07964884872

Burpham Pre-School opened in 1967 and operates from the Church of Holy Spirit, in Guildford, Surrey. The setting is open on Monday, Tuesday, Wednesday and Friday mornings, during term time only, from 9.15am to 12.15pm. Children have the option of staying until 1pm for lunch. The setting employs seven members of staff; of these, six hold appropriate early years qualifications, equivalent to level 3. The pre-school receives funding for the provision of free early education for children aged three and four years.

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