

Burham Pre-School

Burham Village Hall, Rochester Road, Burham, Rochester, Kent, ME1 3SH



Inspection date	23 March 2016
Previous inspection date	17 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children experience a wide variety of activities and staff support them well in their play. For example, staff use skilful questions and provide good explanations to extend children's communication and language development.
- Safeguarding is a high priority and the staff team has a secure understanding of how to maintain children's safety and well-being.
- A well-established staff team benefits from regular training and professional development opportunities to continually improve outcomes for children and their families.
- Staff use observations and assessments successfully. They know the children very well and plan activities that challenge and motivate them to learn. All children make good progress.
- The children form close attachments with staff. They are happy and clearly enjoy their time at the pre-school.

It is not yet outstanding because:

- Staff do not make the most of opportunities to encourage children to practise their early writing skills.
- At times, staff do not consider ways to promote younger children's independence even further.

What the setting needs to do to improve further

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

- provide even more opportunities for children to practise their early writing skills in their play
- strengthen opportunities for younger children to develop their independence even further.

Inspection activities

- The inspector sampled a range of documentation, including children's development folders, safeguarding and behaviour policies and procedures.
- The inspector had discussions with parents and read letters of reference to obtain their views on the service they receive.
- The inspector observed staff and spoke to them at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector talked to the manager and committee members about the pre-school and how they are driving forward improvements.

Inspector

Sara Garrity

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management and staff ensure children's safety well at all times, and effectively teach children how to identify and manage risks for themselves. Management monitors staff assessments of children's development to address any gaps in learning and development. The manager and staff work well with other providers and professionals. They implement consistent strategies to support children's individual needs and successfully prepare children for school. They have positive relationships with parents. They keep parents well informed about their children's progress and daily routines. The manager makes good use of self-evaluation to reflect on the educational provision for children. Well-targeted changes are made to promote positive outcomes for children.

Quality of teaching, learning and assessment is good

Staff provide a wide range of good quality teaching experiences. They make effective use of spontaneous events to extend children's learning. For instance, children performed a puppet show using the birds they created as part of a craft activity. Effective deployment of staff enables them to be readily available to support children, in order to guide and extend their learning. Staff develop children's basic skills in mathematics well. For example, they encourage children to count and use mathematical language when building with bricks. Staff support children to interact and make friends, for example, by providing opportunities for them to practise sharing and taking turns when playing a dice game. A wide range of books and signs around the pre-school extend children's interest in literacy. Staff provide children with opportunities to explore their local community. For example, they take walks to the allotment, shops and local park.

Personal development, behaviour and welfare are good

All children demonstrate that they are happy and content and they confidently explore the pre-school environment. They are actively involved in activities and seek out a member of staff for help or a reassuring cuddle if needed. Staff teach children about healthy lifestyles and promote good hygiene practice. They are good role models for children. Staff help children to understand the clear rules and boundaries of the pre-school. Children behave very well and are kind and polite to adults and other children.

Outcomes for children are good

Children make good progress in their learning from their initial starting points. They are confident active learners who are eager to explore and investigate. Older children develop good levels of independence, such as putting on their coats and shoes, and choosing which fruit they would like for snack. Children learn the skills needed for their future and eventual move to school.

Setting details

Unique reference number	127063
Local authority	Kent
Inspection number	825395
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 - 5
Total number of places	31
Number of children on roll	50
Name of provider	Burham Pre School Playgroup Committee
Date of previous inspection	17 March 2011
Telephone number	07710829954

Burham Pre-School Playgroup registered in 1972 and is run by a committee. It operates from the village hall in Burham, Rochester, Kent. The pre-school is open Monday to Thursday from 9.15am to 2.50pm and on Friday from 9.15am to 12.45pm, term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs eight members of staff, all of whom hold an appropriate early years qualification at level 3 or above.

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