

## Inspection date

7 January 2016

Previous inspection date

1 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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 manager and committee demonstrate strong leadership skills and are highly dedicated to providing the very best outcomes for children. Vast improvements have been made since the last inspection. Staff have effectively embedded planning, observation and assessment of children's progress into practice.
- Staff complete clear records to help them track children's good progress and quickly identify any gaps in learning. This helps staff to focus on providing appropriate activities which further support children's learning and development.
- Staff are well qualified and experienced. Teaching is consistently good and the manager displays outstanding teaching practice. Children are provided with a wide range of resources and activities to keep them active and motivated to learn.
- Staff place high priority on supporting children's communication and language skills. They talk with children as they play, encouraging them to build their vocabulary and developing their confidence in speaking out.
- Children are emotionally well prepared for school. Links with the host school are good. Children visit the school to listen to stories. In addition, teachers visit the children during the term before they start school.

### It is not yet outstanding because:

- Staff's professional development is not highly focused to raise the quality of all teaching to an outstanding level.
- Staff do not consistently find out about all children's current interests at home to enable them to fully complement and support their learning in the setting.

## What the setting needs to do to improve further

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

- extend staff's professional development to raise the already high standard of teaching to the highest level
- provide more opportunities for parents to share information about children's current interests at home.

### 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 manager.
- The inspector held a meeting with the manager and treasurer.
- The inspector looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a thorough understanding of what to do should they have any concerns about children's welfare. The manager regularly talks with staff about their key children, safeguarding and ways to promote their professional development. Staff attend training to enrich their own skills. They share their increased knowledge of good practice with colleagues at staff meetings. This has a positive impact on the experiences children receive. The manager works alongside her staff and is extremely passionate about providing children with the best possible care and learning experiences. Staff keep parents well informed about children's development. Parents talk positively about the setting and the friendly staff. Staff share information about children's learning and development with other early years settings they attend. This supports consistency in children's learning.

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

Staff use their knowledge of how children learn to plan a range of activities which further enhance and promote children's learning experiences. Disabled children and those with special educational needs are extremely well supported. There is a strong partnership with parents and other professionals to support children's individual needs. Staff plan activity days for parents to attend. They help parents to understand how to better support children's learning at home. Staff provide a good range of quality learning experiences. Children's literacy skills are developing well. Children use chalks in both hands to make marks on paper while singing nursery rhymes. They are beginning to write their name on their artwork and recognise their own name at registration. Group times are organised effectively to meet the needs of both younger and older children. This enables staff to focus learning activities so they are suitable for children's ages and stages of development. This also helps to support children's concentration and social skills.

### Personal development, behaviour and welfare are good

Resources are easily accessible and children select these independently. Key persons have a warm and caring rapport with the children. Children settle quickly and most are confident in their interactions with their peers and staff. Consistent routines help children to know what happens next. This supports their emotional well-being. Children's physical development is good. They handle a variety of equipment efficiently and gain good control and coordination of their bodies. They use ride-on toys and manoeuvre them around the outside area. They use ribbons to make large movements in the air while singing nursery rhymes. Children learn to manage their own safety. They take part in regular fire evacuation procedures and use knives to spread butter on crackers for snack. Staff encourage children to investigate by using their senses. They learn about different herbs, smelling them and exploring their texture as they cut them up.

### Outcomes for children are good

Children are well prepared for the next stage in their learning and for their eventual move on to school. Children make good progress in their learning from their starting points.

## Setting details

<b>Unique reference number</b>	205693
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	1028649
<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 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	159
<b>Name of provider</b>	Burton Play Committee
<b>Date of previous inspection</b>	1 October 2013
<b>Telephone number</b>	01724 721719

Burton Play was registered in 1991. The setting employs nine members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, four have qualifications at level 3 and one holds a qualification at level 6. The manager holds Early Years Professional status. In addition, one member of staff holds a play work qualification at level 2. The setting operates an out-of-school club from 8am until 8.45am and a holiday club from 8am until 6pm. It offers a pre-school from Monday to Friday during term time only. Sessions are from 9am until 3.15pm. The setting provides funded early education for two-, three- and four-year-old children.

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