

# Burlington Pre-School

Burlington Infants School, Marton Road, BRIDLINGTON, North Humberside, YO16 7AQ



## Inspection date

6 July 2016

Previous inspection date

6 January 2011

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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 undertake assessments of children's abilities and carefully use these to plan activities. This helps children to make good progress in their learning. Staff strongly support children to develop their mathematical skills.
- Children are confident and their emotional well-being is well supported. They develop close relationships with their key person and other staff.
- Positive relationships with parents are in place. This promotes a collaborative approach to meet the individual and emotional needs of children, including those children who have special educational needs or disability, both in the pre-school and at home.
- Children behave well. Staff act as positive role models and praise children regularly, which helps to build high levels of self-esteem. They support children to work together and to share and to take turns.
- Stimulating activities and resources, along with high-quality teaching practice, support children to become motivated learners.

### It is not yet outstanding because:

- The monitoring procedures for staff are not yet focused fully on raising the quality of their practice to an even higher level.
- Partnerships with other providers are not yet robust enough to ensure that comprehensive information is exchanged to support the learning of children attending more than one setting.

## What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice to raise the quality and consistency of teaching more swiftly and further enhance the quality of provision
- enhance links with other settings that children attend to ensure that comprehensive information is shared to support the learning of children.

### Inspection activities

- The inspector viewed all areas of the premises used by children.
- The inspector observed the quality of teaching during activities, indoors and outdoors and assessed the impact this has on children's learning.
- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability of staff working in the pre-school and committee members.
- The inspector viewed qualifications of staff and discussed the pre-school's self-evaluation and the impact this has on the pre-school.

### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibility to keep children safe and have a good understanding of what would constitute a safeguarding concern. Recruitment procedures are robust and ensure that staff are suitable for their roles. Management and the staff team are enthusiastic about developing the quality of the provision at the pre-school. They take account of the views of children, parents and staff when they plan amendments and developments. This results in changes that benefit all children who attend. The staff team is well qualified. They have a good programme of supervision sessions and have attended training in various subjects to help increase their knowledge and skills. Staff have established very good links with the adjoining school, which helps to prepare children emotionally for when they move on to their next phase in learning. Parents are complimentary about the care and learning their children receive.

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

Staff make regular observations of children's learning and identify what children need to learn next. The manager monitors children's development to ensure all groups of children are making at least expected progress. Staff know when to intervene in children's play, in order to skilfully extend children's learning. For example, staff help children's communication skills and listen perceptively to them and ask questions to develop their vocabulary. Older children confidently write their own names and are learning that print carries meaning. Staff provide sensory experiences to enable children to enjoy and delight in exploring malleable materials, such as shaving foam. Staff offer children a range of experiences and activities closely linked to their interests and current topics. For example, children excitedly make pizzas which they take home. They play imaginatively in a pretend travel agency discussing their next holiday destinations.

### Personal development, behaviour and welfare are good

The friendly staff team is sensitive to children's emotional needs and well-being. They display a warm, caring attitude and provide a stimulating environment where children are happy and settled. Children take part in daily outdoor activities, which helps to promote their physical development. They are very independent and confidently manage their own toileting needs and hygiene at snack times and mealtimes. Children begin to develop an understanding of a healthy diet through discussions with staff. Mealtimes are unhurried social occasions where children and adults eat together and discuss topics of interest.

### Outcomes for children are good

Children are working comfortably within the range of development typical for their age. Those who receive additional funding are making good progress and have targeted support, in order for them to achieve progress in line with their abilities. Individual programmes for children who have special educational needs or disability help gaps in achievement close steadily. Children are independent, enthusiastic learners who acquire the skills and confidence, in preparation for starting school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 314591  |
| <b>Local authority</b>                           | East Riding of Yorkshire  |
| <b>Inspection number</b>                         | 868233  |
| <b>Type of provision</b>                         | Sessional 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 - 4   |
| <b>Total number of places</b>                    | 24  |
| <b>Number of children on roll</b>                | 45  |
| <b>Name of registered person</b>                 | Burlington Pre-School Committee   |
| <b>Registered person unique reference number</b> | RP518453  |
| <b>Date of previous inspection</b>               | 6 January 2011  |
| <b>Telephone number</b>                          | 01262 609398  |

Burlington Pre-School is run by a voluntary management committee. It was registered in 1983. The pre-school is open from 8.30am to 11.30am and from 12.30pm to 3.30pm, Monday to Friday, term time only. Staff also offer a lunch club from 11.30am to 12.30pm, Monday to Friday. The pre-school provides funded early education for three- and four-year-old children and cares for children who have special educational needs or disability.

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