

# Burwell Early Learners

Burwell Early Learners, Burwell Village College Sit, The Causeway, Burwell, Cambs, CB25 0AA



## Inspection date

Previous inspection date

17 November 2016

19 July 2013

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

- Children enjoy their time in an interesting and well-resourced learning environment. They make good progress in their learning and enjoy a range of stimulating activities. Effective support is provided for children who speak English as an additional language.
- Children develop warm, affectionate relationships with their key person and confidently approach them for guidance, support and reassurance. They settle well into the daily routine and are confident to explore and make choices in their play.
- Partnerships are in place with other professionals working with children and their families are used well to support children's ongoing development. Effective links with the local school support children to be emotionally prepared before they start in the Reception class.
- The pre-school leader and management committee demonstrate a clear drive for the ongoing development of the setting. They have an effective working relationship. Accurate self-evaluation, which takes into account the views of staff and parents, helps to maintain the quality of the provision.

### It is not yet outstanding because:

- Occasionally, during adult-planned activities, staff are too focused on their own ideas and sometimes miss opportunities to extend the interests and contributions of children.
- The use of assessment information to check on the progress of different groups of children, in order to precisely monitor the impact of targeted teaching, is in its infancy.

## What the setting needs to do to improve further

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

- strengthen staff's skills in recognising the spontaneous learning opportunities that children bring to planned activities, to continually support, extend and build on what children already know
- embed the use of information from assessments to enhance the monitoring of the learning and progress being made by different groups of children, helping to target teaching even more precisely.

### 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 spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and chair of the management committee. The inspector also looked at relevant documentation, such as the setting's 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

Julia Sudbury

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a good understanding of how to identify, monitor and report any concerns regarding the welfare of a child. A regular cycle of observations, assessments and planning helps to ensure children achieve their expected milestones and this is monitored well. The manager and chair of committee work well together and are able to talk confidently about improvements made since the last inspection. Effective induction procedures, regular supervision and team meetings support the development of staff's ongoing teaching skills. Parents spoken to on the day of the inspection comment that the setting is fantastic.

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

Staff have a good understanding of each child and use their interests well to plan experiences that children enjoy. A good range of activities engages children in learning across all areas and staff interactions with children are positive. Children are encouraged to work together as they build towers, working out how to stop them from falling over. Older children are starting to learn letter sounds and show delight in programming electrical toys. Activities to support children's large- and small-muscle development are evident across the setting. The sharing of learning records, daily feedback and termly parents evenings, ensures parents are actively involved in their children's learning. Links are in place with other settings children attend and are used well to share pertinent information about children's progress.

### Personal development, behaviour and welfare are good

Staff act as good role models and provide children with a nurturing and caring environment. Children behave well and are aware of the rules and expectations. They gain age-appropriate independence. Older children know to put their coats on before they head outside and are learning to do this without help. Children of all ages are confident in helping themselves to resources. Foods eaten at snack times help to promote healthy eating and children have daily opportunities for enjoyable active exercise. Children learn to manage risks as they help each other to climb onto tyre swings and carefully push their friends. Shared outside space is used to help younger children become familiar with staff from across the setting. Transitions into and across the setting are managed sensitively and in partnership with parents.

### Outcomes for children are good

Considering their starting points and abilities, all children make good progress. This includes children who have special educational needs or disabilities. Children are keen to take part in activities and have positive attitudes towards their learning. Younger children show delight as they fill buckets with sand, turning them over to make sandcastles. Children of all ages engage in singing, following actions and working hard to remember the words. Older children develop their imagination as they dress up and engage in make believe games with their friends. They enjoy the challenge of working out how to move water through tubes so they can collect it in their buckets.

## Setting details

<b>Unique reference number</b>	221552
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1063733
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Burwell Early Learners Management Committee
<b>Registered person unique reference number</b>	RP908661
<b>Date of previous inspection</b>	19 July 2013
<b>Telephone number</b>	01638 744065

Burwell Early Learners is committee run and first opened in 2001. The setting is open five days a week during term time, between 9am and 3.30pm. They employ 17 members of childcare staff. Two staff hold relevant qualifications at level 5. A further 10 hold qualifications at level 2 or 3. The setting offers funded early years education for eligible two-, three- and four-year-old children. They support children who speak English as an additional language and those who have special educational needs and disabilities.

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