

Burley Gate

The Log Cabin, Burley Gate C of E Primary School, Burley Gate, Hereford,
Herefordshire, HR1 3QR



Inspection date	23 November 2016
Previous inspection date	26 April 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

- Following changes to the committee and staff, the new committee, manager and staff have made concerted efforts to form an effective team. They have reflected parents' views and children's needs in their successful drive to address gaps in the curriculum, improve the learning environment and extend information sharing with parents.
- The manager and staff skilfully use information from monitoring children's progress to accurately identify and plan for their learning needs and improve teaching. This includes reorganising activities and resources to help them to improve children's achievement in communication, managing feelings and understanding of the world.
- Children are happy and settled. They are reassured, encouraged and praised by the manager and staff, who are kind and attentive. Children relish exploring the well organised, inviting indoor areas where they can help themselves to stimulating resources and develop their ideas for play.
- Children are confident and resourceful. Their choices are encouraged and their interests and suggestions for activities are followed up. The manager and staff effectively promote children's independence in seeing to their self-care and ability to take responsibility and be helpful.

It is not yet outstanding because:

- Staff do not give parents enough information about their children's next steps in learning to help them to plan together more precisely for their future learning.
- Staff do not give the older, most able children enough physical challenges. On occasions, they do not fully support younger or less-able children in developing balance and control when they use different equipment.

What the setting needs to do to improve further

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

- explore additional ways to share children's next steps in learning with parents and involve them more in planning how these are to be followed up
- give children better support during physical activities to provide the older, most able children with enough physical challenges and to help less-confident children to gain better balance and control in movement.

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 joint evaluations of activities with the manager and staff.
- The inspector held a meeting with the acting chair of the committee and the manager. She spoke to staff and children during the inspection.
- The inspector looked at relevant documentation, such as the pre-school's action plan and evidence of the suitability and training of staff.
- The inspector took account of parents' views from her discussions with them during the inspection and from their written feedback to the provider.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

Effective recruitment, staff performance and development procedures ensure that the manager and staff are well qualified and knowledgeable. Their care and teaching skills are good. They work together to supervise children to support them during well-managed care routines and involve them in rich and varied activities. There are positive relationships with parents. Parents are encouraged to share their views about their children's backgrounds and interests. Parents welcome the manager and staff's feedback about their children's care, activities and experiences. Children's learning is enhanced by opportunities to take part in activities at the school. The manager's good links with the Reception class teacher help the staff to plan topics and extend children's learning, for example, in early literacy and mathematics. Arrangements for safeguarding are effective. Committee members, the manager and staff attend regular safeguarding training. They have a secure knowledge of abuse, neglect and local safeguarding procedures and know what to do if they have concerns about a child.

Quality of teaching, learning and assessment is good

The manager and staff plan and organise rewarding activities. They imaginatively use resources and displays to bring alive topics, such as autumn. The manager and staff adapt plans to follow up children's new interests. They make a bear den and use visual aids and stories to follow up children's questions about hibernation. Staff interact well with children to promote their involvement, enjoyment and confidence to try new experiences. They promote children's attentive listening, understanding and expressive language. There are lively conversations as children talk about what they need, describe what they are doing and recall events. The manager and staff skilfully support children who have delayed or unclear speech to improve their understanding and speaking. Children relish opportunities to be creative, observe and explore. They enjoy decorating star shapes they have made from play dough. Children imaginatively use open-ended resources as they act out scenarios or use small world and construction toys to make models and create scenes.

Personal development, behaviour and welfare are good

Children are well behaved. The manager and staff encourage children to share, take turns and make positive relationships, as well as help them to express and manage their feelings. Children are well cared for and kept safe. They are well nourished and enjoy regular outdoor and active play. The manager and staff ensure children have time to relax and take part in quieter activities, such as looking at books after lunch. Children behave safely and sensibly as they move around, take part in walks and use utensils and equipment. They help to tidy away toys and take part in practise emergency evacuations.

Outcomes for children are good

Children make good progress and are well prepared for starting school. They are keen to join in and are articulate, imaginative and resourceful. Children count and compare numbers and recognise colours and shapes. They love books and stories, make marks in different contexts and confidently recognise their name in print. Children have a lively interest in the natural world and use information technology with an adult's help.

Setting details

Unique reference number	EY333538
Local authority	Herefordshire
Inspection number	1064860
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	23
Name of registered person	Burley Gate Playgroup Committee
Registered person unique reference number	RP904057
Date of previous inspection	26 April 2013
Telephone number	01432 820824

Burley Gate was registered in 2006. The pre-school employs three members of childcare staff. They all hold appropriate early years qualifications to level 3 or above. This includes the manager, who has a foundation degree in early years and another member of staff who has a degree. The pre-school opens from Monday to Friday during school term time. Sessions are from 7.45am until 3.30pm with some sessions extended until 5.30pm when there is sufficient demand. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language. There are close links with the primary school where the pre-school is located.

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