

Burleigh Hill Pre-School

Wheatfield Primary School, Nene Way, ST. IVES, Cambridgeshire, PE27 3WF



Inspection date

13 December 2016

Previous inspection date

6 February 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

- Staff establish effective partnerships with parents and other professionals working with children to support their specific needs. This ensures all children, including those children who have special educational needs and disabilities are well supported to access the learning opportunities provided and to make good progress.
- Children make good progress. They are engaged and enthusiastic to participate in activities.
- Staff are good role models. They consistently support children's good behaviour. They create a positive atmosphere of trust and respect, and praise children's efforts and positive actions.
- The manager and staff make appropriate use of additional funds they receive to support children's specific needs.
- Partnerships with parents are effective. Staff share information about children's progress and next steps in learning regularly with parents. They value parents' contributions about what their children do at home.

It is not yet outstanding because:

- The manager has not fully embedded systems to review the impact of staff practice to help to identify how to improve the quality of teaching to the highest standard.
- Sometimes, staff overlook opportunities to extend children's learning through their emerging interests and play.
- Staff do not make the best use of all opportunities for children to be creative and to express their own ideas.

What the setting needs to do to improve further

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

- embed systems to review the impact of staff practice to help to identify how to support and coach staff to improve the quality of teaching to the highest level
- enhance the quality of teaching so that staff make the most of opportunities during children's play to promote their rapid progress
- provide more opportunities for children to be creative, imaginative and to express their own ideas.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She talked to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, and evidence of the suitability of staff working in the pre-school and of committee members. She also discussed the pre-school's self-evaluation.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role to protect children from harm. They know what to do should they have any concerns regarding a child's welfare. Appropriate suitability checks for all adults working in the pre-school and for all committee members are rigorously completed before they commence their roles. Self-evaluation is accurate and regularly reviewed. The views of parents, staff and the children are gathered to help to identify areas to improve. The recently appointed manager is beginning to develop an action plan to drive improvements to promote children's rapid progress. She uses effective systems to review the progress of different groups of children that attend. She is beginning to analyse this information to further improve outcomes for children so that any gaps in progress are narrowing. Parents are very positive about the staff and the pre-school. They share that they are well informed of their children's progress and feel their children are safe.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff are well qualified and enthusiastic in their work. They observe the children as they play and regularly assess their progress. There is a keen focus to support children's communication and development skills. Staff make good use of skills they have learnt in training and through working with other professionals. They model language to develop children's vocabulary. For example, two-year-old children explore speed with toy cars as they race them with staff outside who explain fast and slow. They learn key words and phrases to support children who speak English an additional language. They incorporate such strategies effectively when supporting children with speech and language delay. Children enjoy singing songs in readiness for the forthcoming concert for parents. They enjoy reading books with staff and each other.

Personal development, behaviour and welfare are good

Children demonstrate they feel safe and secure through the strong attachments they make with staff. They are confident to seek reassurance from staff when they become upset. Staff are kind and approachable. They support children to do things for themselves, such as putting on their own coat. They gently remind children to wash their hands before eating snack. Children learn how to look after the environment. They help to tidy up throughout the day and enjoy growing fruits and vegetables in a dedicated garden. They learn to play safely outside on bikes and scooters so as not to bump into each other and cause injury. Children learn about festivals from different faiths and cultures throughout the year. This helps to promote tolerance and respect for each other.

Outcomes for children are good

All children make good progress given their starting points and capabilities. They are working comfortably within the range of development expected for their age, including those who receive additional funding. Children are confident to explore and develop independence in their personal needs. They are learning to negotiate and cooperate with each other. Clear friendships are emerging. Children are confident talkers. They are acquiring good skills and attitudes to support their future education.

Setting details

Unique reference number	221833
Local authority	Cambridgeshire
Inspection number	1063741
Type of provision	Full-time 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	40
Name of registered person	Burleigh Hill Pre-School
Registered person unique reference number	RP517106
Date of previous inspection	6 February 2013
Telephone number	01480 498 600

Burleigh Hill Pre-School was registered in 1992 and is led by a committee. The pre-school employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday term time only. Sessions are from 8.40am until 2.55pm Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and disabilities and children who speak English an additional language.

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