

Burwood Preschool CIO

St Johns, Faulkners Road, Walton On Thames, Surrey, KT12 5JB



Inspection date

23 May 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 work closely with parents to evaluate the service they provide and make improvements. For example, in accordance with their wishes, parents' evenings have been reinstated. Staff and parents discuss the progress children are making.
- Staff develop good partnerships with other professionals caring for the children. They regularly share information about children's stages of development and any concerns they have, helping to provide good continuity of care for the children.
- Staff teach the children about the wider world they live in. For example, staff ask parents to share key words in children's home languages so they can use these to help children to settle and to learn new words in English.
- The manager monitors staff practice effectively. Recently, she has worked with staff to change the way in which they track children's progress. This has helped them to improve the quality of teaching by helping to identify what children need to learn next.

It is not yet outstanding because:

- Staff do not provide enough opportunities for children to build as far as possible on their understanding of shape and measure as part of their mathematical development.
- Staff do not consistently make the best use of the available resources to help nurture children's natural curiosity.

What the setting needs to do to improve further

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

- help children to build successfully on their understanding of shape and measure as part of their mathematical development
- make better use of available resources when supporting children's natural curiosity about how things work and why.

Inspection activities

- The inspector observed children in the main play area and garden.
- The inspector spoke with the committee, the manager and staff at appropriate times during the inspection.
- The inspector gathered the views of the parents.
- The inspector sampled documents, including safeguarding, registers and children's files.
- The inspector reviewed evidence of the suitability of staff.

Inspector

Rebecca Hurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff fully understand their roles in keeping children safe. The manager ensures that they adhere to legal requirements, for example, maintaining staff-to-child ratios, implementing a no-smoking policy and keeping children's records confidential. The manager deploys staff effectively to help to keep children safe. The committee members are fully aware of their role in notifying the relevant authorities of significant events. They work with parents to resolve any concerns they may have. For example, they willingly swap children's days of attendance to help accommodate the needs of the families.

Quality of teaching, learning and assessment is good

Staff work closely with the parents to assess children's starting points. They use these assessments to help them progress children's learning and development. Staff track children's progress with success, helping to narrow any gaps in learning. Staff teach the children well, securing their good progress over time. Staff help children to learn to work out the answer to problems for themselves. For example, they help them to work out how to move drain pipes so water will cascade down. Children thoroughly enjoy exploring creative activities. They paint their hands and explore the feel and texture of the paint. They excitedly show the staff what they are doing. Staff build further on children's learning as they ask them to describe their paintings. This helps to develop children's language skills.

Personal development, behaviour and welfare are good

Staff make good use of the spaces available to help support children's physical development. For example, children thoroughly enjoy using the outdoor play equipment as props to help them act out a story with the staff. They work out how to climb over the tunnel and use the obstacle course as a bridge to walk around. Staff are supportive of children, helping them to settle in quickly and get ready to start their learning. This helps to build children's confidence and well-being. Staff teach children sign language so they can all communicate together, helping to support children who speak English as an additional language or who show signs of speech delay.

Outcomes for children are good

Children are ready for the next stage of their learning and the move to school. They develop good language skills given their starting points. They learn how to put sentences together and improve their speech. Children work well together. The most able children support the less able ones well. For example, they learn the rules of football from each other and together count the goals they score. Children learn new skills, such as how to turn clothes the right way to dress baby dolls.

Setting details

Unique reference number	EY496653
Local authority	Surrey
Inspection number	1098712
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	28
Number of children on roll	44
Name of registered person	Burwood Pre-School
Registered person unique reference number	RP911042
Date of previous inspection	Not applicable
Telephone number	07791355608

Burwood Preschool CIO registered in 2016. The pre-school is open from 9am until 3pm, Monday to Friday, during term times. The pre-school employs five staff, all of whom have relevant qualifications at level 2 or above. The pre-school receives funding to provide free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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