

Burton Pre-School

Burton Memorial Hall, Burton, Carnforth, Lancashire, LA6 1HR



Inspection date

6 October 2017

Previous inspection date

10 February 2015

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

- The new manager is totally committed to maintaining the high quality of the pre-school. She works in close partnership with the management committee, staff, parents and children to evaluate the provision and prioritise where to make improvements.
- Staff are well qualified and their interactions with children are very good. Observations of children at play are used effectively to assess where children need to move on to next in their learning and development. Children make good progress in their learning.
- Children's behaviour is good. They show politeness and respect for others. They are learning how to share and take turns. Staff use positive behaviour strategies, such as praise and encouragement, to motivate children to learn acceptable behaviour.
- Partnerships with parents are strong. Parents are very complimentary about the quality of care and learning their children receive. Staff gather valuable information from parents when they first start to help with initial assessments. They regularly keep parents informed of their children's progress.

It is not yet outstanding because:

- The new manager has not fully embedded systems to monitor staff practice to help staff improve their skills and knowledge to an even higher level.
- The managers and staff have not made strong enough links with other providers that children attend to ensure continuity in learning and enhance their progress further.

What the setting needs to do to improve further

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

- build on the systems for monitoring staff performance and continue raising the quality of teaching to an even higher standard
- extend the partnerships with other providers that children attend to support and complement children's learning and development more effectively.

Inspection activities

- The inspector had a tour of the premises. She spoke to staff and children throughout the inspection process.
- The inspector observed the quality of teaching during activities inside and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the provider. She looked at relevant documentation, discussed self-evaluation and checked evidence of staff qualifications and the suitability of staff and committee members.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff monitor children's attendance well and follow up on any unexplained absences. They have good procedures to keep children safe in the setting. Staff know the procedures to follow should they have any concerns about the welfare of a child. Children's safety takes a high priority. The new manager has put in place effective systems to maintain children's safety. She ensures that all staff are aware of and meet children's individual needs and parents' wishes. Staff ratios are high and maintained effectively at all times. Robust recruitment and induction procedures successfully support all staff to be confident in their roles. Staff value further training and professional development opportunities and access these as they become available.

Quality of teaching, learning and assessment is good

Staff use effective teaching methods to guide and support children in making good progress in their learning and development. Children lead their own play and become active learners. For example, children explore and investigate a good range of materials with interest when creating Autumn pictures. Staff talk to them about their creations, modelling language and introducing new vocabulary. Staff carefully observe and successfully support younger children to settle in. They encourage them to explore their ideas based on their individual interests. Older children enjoy making food for each other in the play kitchen. Staff teach children to learn about concepts, such as hot and cold, for example, by reminding them to use an oven glove to take food out of the play oven.

Personal development, behaviour and welfare are good

Children form strong attachments with staff. They are sensitive to children's individual needs and provide effective emotional support to those children just settling in. This helps children to become ready and eager to learn. Children develop their independence throughout a good range of activities and daily routines. For example, children confidently wash their hands, attend to their personal needs, help prepare food for snack time and help themselves at lunch time. Staff provide ample opportunities for fresh air and exercise and support children's physical development, health and well-being. Staff offer plenty of praise for children's achievements and build their self-esteem throughout all activities.

Outcomes for children are good

All children make good progress in their learning and development. They attain a wide range of skills that helps prepare them well for their future learning, including for school. Children develop good social skills and enjoy playing with their friends. They learn to develop a good understanding of how to grow and care for things, for example, in the pre-school garden. Children develop good mathematical and problem-solving skills. They compare the height of the towers they have made and wonder with amazement when it will fall. Children develop good literacy skills. For example, older children learn to recognise and write their own name.

Setting details

Unique reference number	317487
Local authority	Cumbria
Inspection number	1090850
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 - 3
Total number of places	24
Number of children on roll	16
Name of registered person	Burton Pre-School Committee
Registered person unique reference number	RP518381
Date of previous inspection	10 February 2015
Telephone number	07917870001

Burton Pre-School registered in 1991. The setting employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens during term time only. Sessions on Monday, Wednesday and Friday operate from 9am until 3pm. Sessions on Tuesday and Thursday operate from 9am until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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