

Burrsville Pre-School

Burrsville Public Hall, Burrs Road, Clacton On-Sea, Essex, CO15 4LW



Inspection date	13 October 2017
Previous inspection date	8 January 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

- The provider and staff team provide a warm and nurturing environment. The key-person system is organised effectively to ensure that children develop their confidence and settle happily into exploring, investigating and learning through play.
- Staff provide varied and exciting outdoor experiences to enrich children's understanding of their local environment, the changing seasons and the wider world. Children also have plenty of opportunities to play energetically and develop their physical skills.
- Children's behaviour is very good. Staff are patient, calm role models, demonstrating kind and considerate behaviour. Children follow their example and build strong friendships as they take turns, show respect and share resources.
- Children have good opportunities to develop their personal self-care skills. They are keen to help staff with age-appropriate tasks and become very independent.
- Effective partnerships with parents and other professionals enable staff to meet children's individual needs very successfully.

It is not yet outstanding because:

- The new systems for performance management and staff supervision do not yet focus on enhancing the quality of practice to the very highest level.
- On occasions, staff do not give enough consideration to planning adult-led learning experiences that fully support and challenge the varying ages of children as they take part in group activities together.

What the setting needs to do to improve further

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

- strengthen practice for monitoring and evaluating staff performance that increase the potential to drive the quality of teaching to an exemplary level
- plan adult-led group activities more effectively to take account of the varying needs of the youngest and oldest children.

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 carried out a joint observation with the provider, who also acts as the manager, and viewed a sample of the children's development records.
- The inspector held discussions with the provider, staff and children.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written comments.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There are robust recruitment and induction procedures. All staff complete safeguarding and first-aid training. Policies and procedures relating to health and safety are rigorously adhered to. Staff know about the signs that would cause them concern about a child's welfare and the required child protection procedures they must follow. The provider and staff use ongoing reflection well to identify and address weaknesses in their practice. They work hard to successfully overcome constraints regarding the premises. They continually review and extend the range of resources and activities they offer to children. Staff also gather feedback from parents and children and use this to plan pertinent developments and sustain continued improvement. Parents make very complimentary comments about the pre-school. They praise the staff and say their children have developed 'in leaps and bounds'.

Quality of teaching, learning and assessment is good

Staff plan imaginative activities which build on children's interests and enthusiasms. For example, children have many opportunities to experiment with messy, malleable materials or investigate the natural world. Staff make accurate assessments of children's progress and plan effectively for their next steps in learning. The provider has developed robust systems for monitoring the progress of individual children, and the different groups of children, across all areas of learning. This means that staff act quickly to identify gaps in achievements and children who require additional support receive the necessary interventions swiftly. Children have an array of opportunities to develop their communication skills. Staff are always available to support them. They continually extend children's vocabulary, help them to solve problems and introduce mathematical language as they join in their play.

Personal development, behaviour and welfare are good

Staff work closely with parents to ensure children make a good start to their time in the pre-school. Children learn to appreciate each other's differences and similarities. They show respect and are gentle and kind as they play alongside one another. Children learn about healthy lifestyles. They sit together, prepare and serve their snacks and talk about the nutritious food they eat. They dress themselves appropriately as they venture outside. Children learn to manage their own safety through activities, such as imaginative role play or well-planned outdoor physical challenges.

Outcomes for children are good

Children make good progress in their learning, including those who speak English as an additional language. They are acquiring the key skills they need in readiness for starting school. All children are enthusiastic and motivated learners who are keen to explore and try new activities. The older children maintain attention and concentrate well. They ask lots of questions to find out more. Children develop their knowledge of letters and sounds. They count and talk about numbers or shapes in many different situations.

Setting details

Unique reference number	EY393966
Local authority	Essex
Inspection number	1065376
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	18
Name of registered person	Melanie Louise Hobbs
Registered person unique reference number	RP514496
Date of previous inspection	8 January 2013
Telephone number	07714290003

Burrsville Pre-School registered in 2009 and is privately owned and managed. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during school term times. Opening times are from 8.30am to 2.15pm on Monday, Wednesday and Friday and from 8.30am to 12.15pm on Tuesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

