

Gunness and Burringham Pre-School

Gunness & Burringham C of E School, Burringham Road, Gunness,
Scunthorpe, North Lincs DN17 3LT



Inspection date	3 October 2018
Previous inspection date	11 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Parents are very appreciative of the friendly and secure environment staff create. They welcome the quality of information they receive about their children's learning and the useful guidance on how to provide support at home.
- Staff work well with the other settings that children attend to provide continuity in their learning and development. They ensure that children are well prepared and make a smooth transition to the next stage of their education, including starting school.
- The manager and the committee establish a clear direction for the pre-school's continued development. Staff provide strong support and are ambitious for the children's successful achievement.
- Children make good progress in their learning. Staff accurately assess children's progress. They identify any gaps in learning and take effective steps to address them.
- Staff provide imaginative and engaging activities to help children learn and develop. They build learning effectively on children's interests and enthusiasms. For example, they make use of children's enjoyment of water play to develop their awareness of number, shape and measure.
- Staff are good role models and help children to behave well and be aware of the needs of others. They strongly support children to develop independence in their play and learning and to make positive decisions for themselves.

It is not yet outstanding because:

- The procedures for developing staff's performance do not focus sharply on achieving the highest quality of teaching.
- Staff do not consistently reinforce the development of children's wider vocabulary.

What the setting needs to do to improve further

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

- sharpen procedures for managing staff's performance to focus strongly on raising the quality of teaching to the highest level
- strengthen strategies for extending and enriching the children's vocabulary.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with the children and staff.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager. He looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views expressed in questionnaires.

Inspector
Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

The manager and her staff reflect on the quality of their provision through regular discussions and staff meetings. They make good use of the guidance from the local authority for self-evaluation. The leadership takes good account of the views of parents. Staff work together well to identify key priorities for further development and take effective steps to meet them. They take advantage of training and support to further enrich the provision including, for example, sharpening assessment procedures and developing children's early reading skills. Arrangements for safeguarding are effective. Staff are deployed well to carefully supervise children. They ensure that children always play in a safe environment. The manager and the committee make sure that staff's knowledge and understanding of child protection procedures are robust and up to date.

Quality of teaching, learning and assessment is good

Staff make good use of the detailed information from parents to accurately assess children's individual starting points. They provide rich and varied activities to help children acquire the skills they need for their future learning. Children have good opportunities, for example, to play alongside reception children in the host school and share activities and resources. Staff use praise well to help children recognise their own achievements and build their confidence. They make good use of detailed information from parents to accurately assess children's individual starting points and provide a springboard for their later learning. Children are engaged by attractive resources. For example, they learn to mix and match colours and develop their cutting skills when they make their collage crowns.

Personal development, behaviour and welfare are good

Children build strong relationships with their key person from the start of their pre-school experience. This contributes to the smooth start that children make in their educational experiences. Staff successfully support children to develop their social skills and gain confidence in their own ability. They promote children's understanding of fairness and diversity. For example, they make good use of games, jigsaws and role play to portray positive images of gender equality. Children enjoy making decisions, inventing and developing their own games in the muddy role-play kitchen and other areas. Staff encourage children to appreciate developing a healthy lifestyle. They provide many opportunities for children to be physically active and to enjoy challenging themselves, for instance, when balancing on the climbing frame. The pre-school encourages children's healthy eating through the provision of nutritious snacks of fruit and vegetables.

Outcomes for children are good

Children achieve well from their individual starting points. Children use their counting skills in jumping and climbing activities. They participate in making simple graphs to show their favourite fruits and other objects. Children progress well in their early writing and reading skills. For example, they identify cards with their names on and use them to register for snacks and other activities. They enjoy listening to stories and rhymes and joining in the actions.

Setting details

Unique reference number	205699
Local authority	North Lincolnshire
Inspection number	10065038
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	16
Number of children on roll	18
Name of registered person	Gunness & Burringham Pre-School Playgroup Committee
Registered person unique reference number	RP519416
Date of previous inspection	11 November 2015
Telephone number	01724 784942

Gunness and Burringham Pre-School registered in 1987. The pre-school employs four members of childcare staff. Of these, all hold early years qualifications at level 3. It is open Monday to Friday from 8.50am to 3.20pm, term-time only. The pre-school provides funded early education for two-, three- and four-year-olds.

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