

# Inspection of Burton Pre-School Playgroup 'Teddy Bears'

BURTON PRIMARY SCHOOL, Campbell Road, Christchurch BH23 7JY

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Inspection date: 17 September 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children come into the setting with enthusiasm. The youngest children demonstrate a confidence that is unusual to see in the second week of a new term. They soon settle down to their chosen activity and staff are skilled at engaging children and igniting their interest in new things. For example, staff encourage lots of conversation and taking turns as children roll and cut dough, or decorate cakes to take home.

Children thoroughly enjoy playing outside, where staff provide numerous opportunities to explore and investigate. For example, children use their imaginations well as they make 'ice-cream cones' with foam. Others put on hard hats as they build with giant bricks, and use toy saws and drills to finish their construction. Staff encourage mathematical language asking, 'How many more do we need?' and, 'How can we make it taller and shorter?'

Staff encourage children to remember the setting's golden rules so they can be safe and happy. Children talk about kind hands, feet and words, taking turns and remembering to say 'please' and 'thank you'. Children delight in making 'sprout tea' and using real vegetables to 'cook' dinner for their friends. They use magnifying glasses to search for bugs. They practise early writing skills as they make good attempts to name their paintings and drawings.

## **What does the early years setting do well and what does it need to do better?**

- Children demonstrate high levels of confidence and independence even though many are very new to the setting. The staff provide a safe and welcoming environment that supports children's emotional security very well.
- The setting has a good range of resources that reflect diversity, and provides some activities to enable children to learn about differences. However, staff do not always make the best use of these in order to ensure they are visible and available to support children's understanding in this area.
- Staff are committed and enthusiastic. They engage well with children, using their interests to plan and adapt activities to suit their individual abilities. Children enjoy a broad range of activities that help them to make good progress and take the next steps in their learning. Teachers from local schools comment on the success of children's readiness for school.
- The stimulating and inviting environment indoors and outside enable children to involve themselves fully in activities that promote their learning and development well. The resources are of good quality and staff regularly review activities that children enjoy and adapt the environment accordingly.
- The quality of teaching is consistently good. A recent lack of training has limited staff's opportunities to extend their professional development and raise the

standard of teaching even further.

- The provider supports staff well. For example, she gives them sufficient time away from working directly with the children to keep up to date with administrative duties, including developing their planning and key-children's development records.
- Partnerships with parents are a strong aspect of the setting. Staff work very well with parents to ensure they know and understand how their children are developing, providing good opportunities for learning to continue at home.
- Staff place a strong focus on children's interest in books and reading. The book corner is inviting and well stocked, without being overwhelming. Parents have access to stories that children enjoy at the setting via the website, enabling them to play or read the story at home.
- The key-person system is effective and staff know their key children really well. The close liaison between key staff and parents provides a consistent approach to children's care, learning and behaviour.
- Staff encourage children's vocabulary well. They speak clearly, provide new words in context, read stories and encourage conversations. Many children are confident and articulate speakers. For example, a child asks for help with the computer, adding, 'I'm struggling a bit here'.
- The provider and staff work closely together and with parents to review the quality of provision and make improvements. Recently, the planning has changed to enable key persons to plan for their own key children, to better tailor activities to the children's individual needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff complete safeguarding training to help them identify where a child may be at risk of harm. They know what to do if they are concerned about a child. The provider liaises closely with safeguarding professionals to ensure she is up to date with safeguarding legislation and keeps her staff well informed. She follows safer recruitment procedures to make sure staff are suitable to work with children. Staff are vigilant about children's safety and ensure children play in a safe and secure environment. This vigilance cascades down to the children who confidently explain, for example, the risks of running indoors.

## **What does the setting need to do to improve?**

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

- provide more opportunities for staff's professional development to extend the quality of teaching to the highest level
- review the provision of resources and activities that help children learn about the diversity of the world around them.

## Setting details

<b>Unique reference number</b>	EY467154
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10068871
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Starks, Katie Elizabeth
<b>Registered person unique reference number</b>	RP516516
<b>Telephone number</b>	07796633986
<b>Date of previous inspection</b>	1 April 2014

## Information about this early years setting

Burton Pre-school Playgroup Teddy Bears registered under new ownership in 2013. It operates from a building in the grounds of Burton Primary School in the village of Burton, on the outskirts of Christchurch, Dorset. The setting opens Monday to Friday all year round, and sessions run from 7.45am to 3pm. A breakfast club is available for older children, and a holiday club runs during school holidays. The setting is registered to provide funded education for two-, three- and four-year-old children. The owner/manager has attained early years professional status, and of the other six members of staff, most hold recognised childcare qualifications at level 3.

## Information about this inspection

**Inspector**  
Anne Mitchell

## Inspection activities

- The provider showed the inspector around the setting and discussed the aims of the pre-school.
- The provider and the inspector observed three activities together to discuss the success of each one and any areas for development.
- The inspector talked to parents, staff and children at appropriate times during the inspection.
- A short meeting took place between the provider and the inspector to discuss issues including recruitment, staff support, safeguarding and the educational programme.
- The inspector observed the children and staff indoors and outside to determine the success of the activities and interactions.

We carried out this inspection 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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