Inspection of Burn Bridge Pre-School

Pannal Methodist Church, Spring Lane, Pannal, Harrogate, North Yorkshire HG3 1NP

Inspection date: 27 November 2019

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
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 flourish in the care of exceptionally warm and nurturing staff, who show genuine interest in their individual interests and needs. Children are immediately drawn to the broad range of stimulating activities which are planned around what they know and enjoy. For example, a small group of children gather excitedly to organise a party in the home corner. They decorate the area and then invite friends and staff to the party.

Children's behaviour is exemplary. Staff have clear and positive boundaries that support children to become respectful, helpful members of their community. For instance, children willingly help each other tidy up at the end of the day. They take part in activities that help them understand how others experience the world. Children have exceptionally strong bonds with staff, who understand and welcome their unique characters and routines.

Staff have consistently high expectations for children to gain key skills that will support their future learning, including when they go to school. Children are highly motivated and demonstrate consistently positive attitudes towards one another and their learning. They confidently ask questions and share their thoughts with staff, who encourage them to express their emotions with the use of the emotions board.

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

- Children's behaviour is impeccable. Staff are calm and attentive role models who are respectful in their interactions with children, colleagues and parents. They create an environment of mutual respect and understanding. Children know the standard of behaviour expected of them and are kind and considerate to others.
- Children are well prepared for future learning as the curriculum is planned to build on what they know and can do. For example, children develop their listening, attention and balancing skills through small-group physical coaching sessions. Managers place a strong emphasis on staff development, which helps increase their skills and knowledge in different areas of learning. This helps to improve the curriculum for all children.
- Children develop their early mathematical skills as staff provide activities to promote and demonstrate these through play and routines. For example, children learn to recognise numbers and count during snack-time routines. Staff skilfully adapt what they say to each child to engage their interest and extend their vocabulary. However, at times, staff do not provide sufficient challenge during activities for older or most-able children to make the best possible progress in their learning.
- A love of books is encouraged, and staff use reading to develop children's communication and thinking skills. Children are encouraged to share books with

adults or friends. They cosy up in pairs and listen attentively to stories. They handle books appropriately and can talk about the text and what might happen next.

- Staff make the most of regular routines, such as snack time, to promote children's independence and learning. Even the youngest children confidently help themselves to healthy and nutritious food and then clear away afterwards. Staff develop children's learning during this social time. For example, they encourage children to count pieces of fruit and vegetables and extend their understanding of shapes and capacity.
- There are good links with local schools and other sectors of the community. Parents comment that their children move on in their education happily and with self-assurance. The manager and staff maximise opportunities for children to become familiar with the school environment and staff. For example, children visit the school to watch school performances, and staff visit the pre-school. In addition, children also visit the local care home to sing songs.
- Partnership with parents is very good. From the first contact with the pre-school, staff start to gather information about children. They look at ways to provide activities and resources to support them and their families. Staff gather information from parents which is used to form the baseline assessment. They complete detailed observations and assessments, which are shared with parents. This enables parents to support children's learning at home. Parents comment that 'staff provide a rich nurturing environment where children flourish'.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a very good understanding of safeguarding and the procedures to follow to ensure that children are kept safe. The manager accesses training and ensures that her staff are up to date with current legislation through training and briefings. Robust recruitment procedures ensure that all adults within the pre-school are suitable to work with children. Detailed risk assessments are in place. Children are involved in assessing risks through their play and with staff. For example, they carry out risk assessments to help to check that the outdoor play area is ready for other children.

What does the setting need to do to improve?

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

- provide older and most-able children with consistently higher levels of challenge during activities so that they make more rapid progress in their learning.

Setting details

Unique reference number	EY296333
Local authority	North Yorkshire
Inspection number	10106625
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	22
Number of children on roll	23
Name of registered person	Burn Bridge Pre-School Committee
Registered person unique reference number	RP525120
Telephone number	01423 879614
Date of previous inspection	25 March 2014

Information about this early years setting

Burn Bridge Pre-School registered in 1983. The pre-school employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens term time only. Sessions are from 9am to 1pm on Monday, Tuesday and Friday, and from 9am to 3pm on Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Eileen Grimes

Inspection activities

- The inspector carried out a learning walk with the manager. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, including the group's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views through written feedback.

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.

If you are not happy with the inspection or the report, you can complain to Ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 https://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019