

Inspection of Burford Pre-School

Forresters Road, TENBURY WELLS, Worcestershire WR15 8AT

Inspection date: 20 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Friendly staff greet children and their families when they arrive at the pre-school. The majority of children enjoy participating in a broad range of interesting activities, both indoors and outside. They independently choose what they would like to play with. Generally, children are acquiring sufficient skills to help them move forward in their learning. However, not all children make good enough progress due to weaknesses in the implementation of the curriculum. That said, young children delight in sensory play activities. They explore textures, such as shaving foam, and make marks in it with their fingers. Children identify colours and develop the small muscles in their hands as they carefully thread different coloured reels and beads onto a lace. These experiences support children to develop the correct grip in preparation for early writing. Children engage in imaginary play. They pretend to be witches and find resources, such as small poles, for use as their 'broomstick'.

Most children behave well. Staff support them to learn to share and to take turns. Children patiently wait their turn to play with resources, such as different sized poles. They adopt some appropriate hygiene practices throughout the day. Children use wipes to clean their hands before eating their food.

The manager has adapted some aspects of their practice during the COVID-19 pandemic, for example introducing outdoor drop-off and collection arrangements. Children quickly got used to the changes. Most arrive happy and eager to begin their play.

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

- The manager works alongside her staff team on a daily basis, yet she does not effectively monitor the quality of their practice to identify training needs. The manager makes sure that mandatory training, such as first aid, is kept up to date. However, she does not establish focused professional development plans for herself or the staff team to improve their knowledge and skills to raise the quality of teaching to a consistently good level. In addition, the manager does not provide staff working with children with special educational needs and/or disabilities (SEND) the necessary training to support them in their role. This hinders the progress that children with SEND make.
- The pre-school has a key person system in place which generally works well. Children develop secure relationships with their key person who plans activities to support their next steps in learning. However, there are no effective systems in place to share this information with the staff team. This means, in the absence of a child's key person, staff are not able to consistently move children forward in their learning.

- Although children learn basic hygiene procedures, such as hand washing, staff do not provide them with enough opportunities to learn how to keep themselves healthy. The manager does not support parents to provide healthy and nutritious meals and snacks for their children to enjoy at the pre-school. Children eat sugary snacks, such as chocolate and biscuits at mealtimes. Consequently, staff do not support children's oral health effectively.
- Staff form positive relationships with parents. They talk to them at drop off and collection times about their children's day. However, staff do not consistently share enough information about what children learn at the pre-school, to enable parents to continue and build on this at home.
- Staff place a strong focus on outdoor learning. Children enjoy playing outside in the fresh air. They excitedly run around chasing their friends and balance on small logs. Children develop an understanding of space and measure as they fill and empty saucepans with leaves and mud. Staff sit alongside the children and engage them in constructive conversations. They introduce words, such as 'thick' and 'heavy', to support children's growing vocabulary.
- Staff enthusiastically read stories to children. They use different tones and funny voices. Children giggle and listen attentively. This supports children's early literacy skills.
- Staff know what they want children to learn from small group activities. For example, they plan an activity to support children to link letters to sounds. Children are engaged and focused as they make a phonetical sound. For example, children announce, 'S is for snake.'
- Children know the routines of the pre-school well and demonstrate they are happy and independent. On arrival, they put away their coats and bags and register their own attendance. Children find their name card and add it to the board. This helps children to feel secure and develop a sense of belonging.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a satisfactory knowledge and understanding of child protection. They complete daily safety checks on the pre-school to ensure the learning environment is free from hazards. Staff monitor children's welfare and are aware of the indicators that a child might be at risk of harm. They have attended training and keep their first-aid certificates up to date. The managers have put extra health and safety procedures in place due to COVID-19. For example, everyone entering the building must sanitise their hands. Vetting and recruitment processes are in place to ensure all adults are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide all staff with appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for all children to make the best possible progress	23/02/2022
ensure that information about children's needs, interests and abilities is regularly shared with the staff team to offer a consistent approach and support children to move forward in their learning	23/02/2022
ensure that children's good health, including their oral health, is effectively promoted throughout the nursery.	23/02/2022

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

- share more information with parents about their children's learning at pre-school to enable them to continue and extend it at home.

Setting details

Unique reference number	EY452271
Local authority	Shropshire
Inspection number	10218175
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	43
Name of registered person	Burford Pre-School C.I.C
Registered person unique reference number	RP531900
Telephone number	01584819495
Date of previous inspection	6 March 2013

Information about this early years setting

Burford Pre-School operates in the grounds of Burford C of E School in the South Shropshire village of Burford. The pre-school re-registered as a community interest company in 2012. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications to at least level 3. The deputy manager holds a level 6 relevant qualification. The pre-school opens five days a week during school term time only. Sessions are from 8.30am to 3.30pm, Monday to Friday. The pre-school provides funded early education for two, three- and four-year-old children.

Information about this inspection

Inspector
Tina Smith

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector and manager completed a learning walk together. The manager explained how the setting is organised and the focus of the curriculum.
- The inspector spoke to the staff and children at suitable times throughout the inspection.
- The inspector and manager discussed and evaluated a learning activity together.
- The inspector spoke to parents and took account of their views.
- The inspector sampled documents, including staff's files and qualifications.

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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