

Inspection of Burnham Pre-School

Carnival Hall, Arcadia Road, Burnham-on-crouch, Essex CM0 8EF

Inspection date: 2 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly at the pre-school. Children who speak English as an additional language progress well. They respond positively to pictures and photos which help them to learn the routine. They use Makaton signs to communicate their needs with staff. They use these signs at home as well. This provides children with consistency between the pre-school and home. Children become independent in managing tasks. For example, older children serve themselves pasta salad and drinks at snack time. Children enjoy singing their favourite songs and rhymes. The youngest children concentrate well as they sing and join in with actions. Older children sing songs as they wait for their snack. They all join in enthusiastically.

Children use their imaginations as they play. The youngest children pretend to serve cakes to visiting adults. Older children pretend that they are going on a bus trip as they play outdoors. They demonstrate their understanding of safety. For example, they pretend to buckle up their seatbelts as they go on their 'journey'. Children link their own experiences to their play. For instance, they confidently speak to their friends about where they are pretending to go and ring the imaginary bell when it is their turn to get off.

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

- Staff form strong relationships with families. Many of the families have previously had older children attend the pre-school. Staff get to know the children in their care well. They find out relevant information from parents before the children start. Staff use the information they gather effectively to plan meaningful activities. They know what children are interested in and they have access to an extensive range of resources. Staff ensure that they use these resources to help children focus and be fully engaged in their learning.
- Staff responded swiftly to emerging gaps in children's learning as a result of the COVID-19 pandemic. They recently completed communication and language training. This helps them to support children's learning even more effectively. Staff use short, simple sentences with the youngest children. They repeat words back to children so that they can hear the words clearly. Staff encourage older children to talk about their own experiences. They hold discussions with children about who lives in their house with them and what features their house has. As a result of staff interactions, children develop their language skills more rapidly.
- Children with special educational needs and/or disabilities receive appropriate support. Staff make adjustments to the provision on offer. For instance, they place activities on the floor so that children can feel more comfortable as they play. Staff share their expertise with parents. For example, they suggest that parents reduce the quantity of toys for children at home so that they do not feel overwhelmed. Staff work closely with other professionals to access appropriate

support and funding for children. They share information with other settings when it is time for the children to move on. This helps to make the transition for children easier.

- The committed manager and staff team reflect on how they can improve the provision. They recognised that the outside learning environment was an area for development. The committee members helped to fundraise to make improvements. Staff engaged with the local community. For example, they spoke to police officers, who helped them to consider the safety of the new layout. As a result, children have a more inviting and secure space to play and learn outdoors.
- Staff teach children how to hold tools for a purpose, such as holding colouring pens when they draw pictures. They gently encourage children to adjust their grip so that the marks children make are more accurate. However, staff do not always encourage the most able children to develop their early writing skills. Staff write children's names for them and label children's work without explaining what they have written. As a result, children sometimes lack understanding about what the words on their work represent or mean.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular safeguarding training. This helps them to identify the possible signs of a child being at risk of harm. Staff are aware of the process to follow if they have concerns about a colleague. They are confident to raise their concerns further if these are not dealt with appropriately. The manager attends safeguarding meetings with other professionals. She shares relevant information at these meetings to support children's well-being. The manager follows her robust recruitment process when new staff start. For instance, staff are not allowed to attend to children's personal needs until the appropriate checks have been completed.

What does the setting need to do to improve?

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

- support all children to understand that the words staff write for them have meaning and extend opportunities for the most able children to develop their own writing skills.

Setting details

Unique reference number	402278
Local authority	Essex
Inspection number	10072913
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	52
Number of children on roll	31
Name of registered person	Burnham Pre-School Committee
Registered person unique reference number	RP520637
Telephone number	01621784186
Date of previous inspection	12 February 2016

Information about this early years setting

Burnham Pre-School opened in 1965. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term time. The pre-school offers a variety of sessions between 9am and 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The inspector and the manager took part in a learning walk of the pre-school. They discussed the arrangements for the curriculum and considered the impact on children's learning.
- The inspector spoke to parents of children who attend the pre-school and took account of their views.
- The manager and the inspector jointly observed staff interacting with children. They discussed the quality of these interactions and how staff are supported in their roles.
- The inspector interacted with children at appropriate times throughout the inspection. She held discussions with staff regarding their roles.

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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