

Inspection of Burton Play

Childcare Unit, Flixborough Road, Burton-upon-Stather, SCUNTHORPE DN15 9HB

Inspection date: 10 June 2022

Overall effectiveness **Good**

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 are happy and arrive at the setting eager to learn. Staff's interactions with children are warm, caring and nurturing. They are enthusiastic and praise children for their efforts, achievements and positive behaviour. This has a positive impact on children's confidence and self-esteem, and their readiness for learning. Staff recognise the uniqueness of each child. The effective key-person system helps to ensure that children's emotional well-being is supported effectively.

Staff make good use of the inviting inside and outside learning spaces and provide activities based on children's interests. Children enjoy learning and are inquisitive as they investigate things that interest them. For example, in the garden the children find an ant. They creatively build a 'leafed bridge' to enable the ant to travel across and out of the sand pit onto the grass area, to find 'his friends'.

Children develop their vocabulary and communication skills. They are confident in making choices and expressing their views. Support for children with special educational needs and/or disabilities is good. Staff know the children very well and use this knowledge to ensure that all children get the best out of their time in the setting.

Children love to be physically active. They ride their balance bikes or three-wheeled vehicles or create their own climbing and balancing structures. Children learn to enjoy a healthy lifestyle. They understand the importance of eating healthily and washing their hands through, for example, role play and discussions at mealtimes.

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

- Parents praise the highly effective partnership they have with staff at this setting. They feel the key-person system is central to their children being able to settle quickly. Staff build strong bonds with children and their families. They provide good care and reassurance. Parents feel their children make good progress with their confidence and vocabulary development.
- Staff support children's communication and language development well. Children experience a range of activities that support their early literacy skills, such as learning to sing, listening to stories and exploring mark making. Children are confident communicators and express their views through gesture, maintaining eye contact and words. Resources, such as print and photos within the rooms and outside, inspire children to ask questions.
- The well-qualified and experienced manager provides strong leadership to her enthusiastic, confident and well-informed staff team. They know what children need to learn and be able to do. Staff plan and deliver learning opportunities which excite and engage children. Activities build upon what children already

know and can do. Children make good progress in their learning.

- Children with special educational needs and/or disabilities are well supported. The special educational needs coordinator provides advice to staff. She carries out regular review meetings with parents and other professionals. This means that teaching is targeted to ensure children make good progress. Funding is used effectively to support children's individual learning and care needs, such as to provide one-to-one support.
- Children learn about the world around them. For example, they explore bugs and animals in different environments and staff encourage them to plant seeds and watch them grow. Children adapt role play to act out their experiences. For example, the home corner becomes a hairdresser's salon, where the children discover hairbrushes and what they can do. Staff provide resources and enable children to extend their play. While there is a rich and varied range of experiences on offer to the children, staff do not consistently promote early numeracy skills through play and routines, to extend children's mathematical skills even further.
- The manager and staff support children to develop skills in preparation for their move on to school. For instance, they encourage children to be independent. Children put on their hats to play outdoors. They help prepare the table at lunchtime, placing cups, knives, forks and plates onto the table. The children self-serve their own meals and pour their own drinks.
- The setting provides a wealth of resources within their environment, both indoor and outdoor, which are bright, cheerful and challenging for children to grow and flourish in.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of how to ensure children's safety and well-being in a range of situations. They are able to confidently identify any signs that may cause a concern and how to respond appropriately. There are robust systems in place for the safe recruitment and induction of staff to ensure they are suitable. Managers provide regular supervision and support to ensure staff have opportunities to enhance their work with children. They provide training in safeguarding and paediatric first aid to ensure children's welfare. Staff support children to manage risks in their play. For example, they decide how to climb up and down the step ladder and keep themselves safe.

What does the setting need to do to improve?

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

- provide further opportunities for children to explore and problem solve activities with numbers, shapes and patterns to extend their mathematical skills.

Setting details

Unique reference number	205693
Local authority	North Lincolnshire
Inspection number	10065056
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	-07 to 4
Total number of places	26
Number of children on roll	51
Name of registered person	Burton Play
Registered person unique reference number	RP519362
Telephone number	01724 721 719
Date of previous inspection	7 January 2016

Information about this early years setting

Burton Play is a purpose-built childcare setting based in the grounds of a school. It is located in Scunthorpe. The setting employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, five have qualifications at level 3 and one holds a qualification at level 6. The manager holds early years professional status. The setting operates an out-of-school club from 8am until 8.45am and a holiday club from 7.45am until 6pm. It offers a pre-school from Monday to Friday all year round. Sessions are from 9am until 3.15pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mandy Haddock

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector observed the quality of education and interactions during activities indoors and outside, and assessed the impact this has on children's learning.

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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