

Inspection of Burwood Preschool CIO

St Johns, Faulkners Road, Walton On Thames, Surrey KT12 5JB

Inspection date: 19 January 2023

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 are happy and have fun at this pre-school, which has a warm family feel. They form close attachments to their key person, which helps children to feel safe and secure. Children behave well and have developed close friendships with their peers, which supports their social skills well. All children, including children with additional needs, make good progress from their starting points.

Children develop a love for books from an early age. Staff regularly read to all children. They encourage discussions about what is happening in the story and what the words mean. Furthermore, they engage children and ask questions about the story that they have read. For example, they ask children what 'Little Red Riding Hood' should have done to keep herself safe from the wolf. This interaction supports children's comprehension skills, critical thinking, and engagement in expressing their opinions in a group successfully.

Children benefit from fresh air and regular exercise. They enjoy outdoor play and have many opportunities to develop their physical skills. For example, children play football with their friends, while others enjoy dancing to nursery songs and hopping like bunnies. This promotes their physical and emotional well-being effectively.

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

- Staff place a strong focus on children's speech and language development. Children snuggle up to the caring staff to enjoy story time throughout the day. Furthermore, staff have also considered how to support literacy learning at home, such as by creating a lending library, which families use.
- Staff provide age-appropriate learning opportunities to teach children about diversity and promote inclusion. Children are invited to bring in cultural foods and share them with their friends at the setting. This fosters a strong sense of belonging and children learn about their own uniqueness, which further benefits their personal development.
- Staff have identified that, after the COVID-19 pandemic, children benefit from talking about their emotions. To support them further, staff use props, such as 'emotion stones', to help the children to talk about what makes them sad, angry or happy, and how to master these emotions.
- Children have plenty of opportunities to learn about the natural world they live in. For example, they plant vegetables, fruit and herbs in the pre-school garden. This successfully promotes their understanding of how plants grow and what they smell and taste like. Staff use this opportunity to teach children about healthy eating to nourish their growing bodies. Additionally, staff engage children in spotting different types of birds that they see and hear in the garden. They use binoculars and books to help identify the different birds. Children learn

to appreciate that living with and alongside nature is an important part of the world that they are growing up in.

- Staff have a secure understanding of the early years curriculum. They know their key children and their families well. Staff observe and assess children to identify any gaps in their learning and development. Staff use this information and swiftly identify children who may need additional support. Managers have a thorough understanding of the processes involved in working with other professionals, including the local authority and speech and language therapists.
- Staff report that they feel well supported by the manager. They have the opportunity to further develop their knowledge and expertise through ongoing professional training. This enables them to support all children at the pre-school. Staff have regular appraisals and meetings with the managers, and feel that they can raise any concerns.
- Overall, children learn to manage their self-care well. However, at times, staff do not embed routines well enough, such as in relation to handwashing, to help children to fully understand the importance of managing their personal hygiene.
- Staff take good account of children's needs when using additional funding. For instance, they obtain resources to support children's individual learning needs and base these on their current interests.

Safeguarding

The arrangements for safeguarding are effective.

Staff at the pre-school are committed to safeguarding children. They display a good awareness of the signs and symptoms that might indicate that children are at risk of harm. Staff are familiar with procedures for reporting concerns about children's welfare. They are vigilant in keeping children safe. Ongoing training supports staff to continually refresh their good knowledge and skills. Managers follow robust recruitment procedures to check that staff are suitable, and remain suitable, to work with children. Staff risk assess the premises daily to ensure that children can play and explore in a safe environment. Staff practise termly fire drill procedures with children to ensure the safety of all individuals on the premises.

What does the setting need to do to improve?

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

- embed self-care routines consistently to help children to fully understand the importance of managing their personal hygiene.

Setting details

Unique reference number	EY496653
Local authority	Surrey
Inspection number	10237610
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	42
Name of registered person	Burwood Pre-School
Registered person unique reference number	RP911042
Telephone number	01932 988120
Date of previous inspection	23 May 2017

Information about this early years setting

Burwood Preschool CIO registered in 2016. The pre-school is open from 9am until 3pm, Monday to Friday, during term time. The pre-school employs seven staff, all of whom have relevant qualifications at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Katharina Hill

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 her evaluation of the provider.
- Staff talked to the inspector about how they plan activities and what they do to support children's learning and development. They also explained the procedures that they follow to keep children safe.
- Joint observations were carried out by the inspector and the manager of two activities.
- The inspector went on a learning walk with the manager.
- The inspector spoke to children and viewed their activities. She spoke to parents and considered their views.

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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