

Inspection of Burwell Early Learners CIO

Burwell Village College Site, The Causeway, Burwell, Cambridge CB25 0DU

Inspection date: 11 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and secure in the pre-school. They are greeted each day by friendly, caring staff, who chat with them about their plans for the day ahead. Children settle quickly. Staff support children to leave their parents on arrival and access resources and activities. Children have excellent relationships with all staff, who are responsive to their needs. For example, younger children enjoy reassuring cuddles while listening to stories. Staff support children who are new to the setting to find their comforters from home if they require reassurance. Children behave well and play harmoniously together. For instance, older children help younger children to push wheeled toys up a hill in the garden. Staff consistently praise children for good behaviour. Acts of kindness are celebrated as a group as children place their photographs on the 'proud cloud' display board.

Children enjoy the company of and interactions with staff and actively seek them out to share their thoughts and ideas. They demonstrate that they feel safe as they confidently explore their surroundings. Children are excited and motivated to learn as staff engage in conversations with children and set challenges to extend their learning. For instance, while collecting autumn leaves, children notice various insects. Staff build on these observations and children become engrossed in a minibeast hunt. Staff engage in discussions with children about minibeasts and their habitats. Children quickly identify where to find them in the garden.

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

- The manager and staff have a clear intent for children's learning to prepare them for their next stage. They focus on supporting children's emotional well-being. The manager has given good consideration to the environment to support this area of development. For instance, each room has a quiet area with puppets, pictures and books. Staff use these areas with children to discuss their feelings and expand their emotional vocabulary from a young age.
- Staff provide a challenging learning environment to build on children's skills and knowledge. They use information shared by parents to plan activities based on children's interests. This helps children to engage in activities and develop a positive attitude to learning. However, on occasion, staff do not prepare some group activities as well as they could, to ensure that all children are engaged. Consequently, some children lose interest and become distracted.
- The special educational needs coordinator works closely with other professionals. She shares information with staff and parents to deliver targeted support for children who require additional help with their development. This helps to ensure that children make the best possible progress.
- Staff talk to children as they play and get down to their level. Children hear a range of stories and rhymes both indoors and outdoors. Staff ask children

questions and comment on their actions, such as 'squeeze', 'push' and 'pull', while children manipulate dough. However, staff are not always ambitious in the language they use when talking with children, in order to extend children's vocabulary more widely.

- Staff support children in their independence. For example, children learn to manage tasks for themselves, such as dressing for outdoors. They take responsibility for putting away their coats and indoor footwear. Children learn to manage their personal care needs, including washing their hands prior to eating and changing out of wet clothes following messy play.
- Partnerships with parents are good. Parents describe the staff as caring and friendly, and state that they are very happy with the provision. Staff keep parents regularly informed about their children's learning and provide advice for supporting their children's learning at home. For instance, staff provide resources with activity ideas, such as paint brushes, for developing children's mark-making skills.
- Staff work well with the local school to share information about children prior to them attending. The pre-school children enjoy regular visits to the school and access the play area. They attend special assemblies and sports days to familiarise themselves with school life. This helps to support children in their transition to school. For children attending other settings, staff share reports, next steps and children's progress with them. This helps to provide continuity in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of how to safeguard children. They regularly complete child protection training. Staff are familiar with the pre-school safeguarding policies and procedures. For example, they are aware of the procedures to follow for whistle-blowing and how to raise concerns they may have about a child. Regular risk assessments are carried out to help to ensure that the equipment and environment used by the children remain suitable. The manager ensures that staff are deployed effectively throughout the day to maintain children's safety. The management committee understands its roles and responsibilities in relation to supporting and managing the pre-school.

What does the setting need to do to improve?

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

- improve the organisation of group-time activities to ensure that all children are highly engaged and focused
- enhance staff's practice and understanding of how to help children to develop a wide and varied vocabulary.

Setting details

Unique reference number	2649500
Local authority	Cambridgeshire
Inspection number	10301057
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	1 to 4
Total number of places	98
Number of children on roll	76
Name of registered person	Burwell Early Learners CIO
Registered person unique reference number	2649498
Telephone number	01638744065
Date of previous inspection	Not applicable

Information about this early years setting

Burwell Early Learners CIO registered in 2021 and is run by a voluntary committee. It employs 15 members of childcare staff, including the manager. Of these, 11 hold appropriate early years qualifications at level 2 or above. The pre-school is open from 9am to 3.30pm, Monday to Friday, during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Harris

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 manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- Parents provided verbal feedback during the inspection. The inspector took account of all their views.
- The inspector carried out a joint observation with the manager to assess the impact of staff's teaching 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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