

# Inspection of Gunness and Burringham Pre-School

Gunness & Burringham C of E School, Burringham Road, Gunness, Scunthorpe,  
North Lincs DN17 3LT

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Inspection date: 17 June 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive happy and excited for the day ahead. A phased arrival each day ensures that all children and their families are warmly greeted and made to feel welcome. Children know and trust staff, and interactions between them are kind and gentle. Children return to staff during the day to sit close and feel a sense of security and belonging.

Children are sociable, friendly and behave well. Staff and children start the day together, singing and performing the actions to 'Reach up, shake up, it's another day'. Throughout the day, the pre-school is calm and well organised and equipped. Children can move freely inside and outside and are able to choose from a wide array of interesting and engaging activities, resources and books. Children are motivated and eager learners, and this helps them to make good progress.

Staff promote a love of books and reading. Children choose from a wide range of books and staff read to them with joy and enthusiasm. Opportunities for children to develop their mark-making skills are also prominent throughout the pre-school. Children have lots of opportunities to draw, investigate and record information. For example, staff encourage children to recognise birds that visit the garden. Children use binoculars to watch the birds. They use a checklist to identify and keep note of which birds they have seen.

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

- When children join the pre-school, staff give children time to settle in. They make careful observations to find out what children already know and can do. This allows staff to carefully plan and adapt activities and experiences to meet individual children's needs and ensure that every child is included. The manager and staff swiftly identify any children that have additional needs. They work closely with parents and other professionals to provide effective, targeted support. All children, including children with special educational needs and/or disabilities, are well supported and make good progress from their starting points.
- The curriculum is skilfully adapted to reflect the pre-school's rural setting. For example, there is a strong focus on developing children's knowledge and understanding of their local environment, including how to keep themselves safe within it. Children learn about the dangers of rivers and roads. Staff ensure that children are well prepared for the next stage of their education. Arrangements to prepare children for school are excellent. Children are familiar with the adjoining school and make regular visits. Pre-school and school staff collaborate effectively to find out what children need to know and learn before starting school.
- Staff use lots of effective techniques to engage children at group time. Children

pour water from one container to another. They speculate how 'full' and 'empty' the containers will be. Staff model new vocabulary such as 'capacity' and ask questions to check children's understanding. However, on some occasions, staff move on to the next question before children have had time to process information or formulate a response. This means that opportunities for children to share their ideas and use new vocabulary are sometimes overlooked.

- Children learn about healthy lifestyles and self-care. Children are encouraged to spend time outside each day. They have access to wellington boots and waterproofs so they can play outside even in wet weather or when playing with water. Staff sit with children as they eat. They encourage them to make healthy food choices and to pour their own drinks. Staff provide children with opportunities to take on responsibilities, such as helping to tidy up.
- Staff ensure that children attending the pre-school develop a strong sense of belonging. Children enjoy pointing out their families in a photograph album that staff have created. They learn about each other's similarities and differences. Staff promote inclusion and diversity, such as by learning about cultural festivals. This helps to prepare children for the wider world.
- Partnership with parents is strong. Staff work hard to involve parents in every step of their child's development. Staff share information through daily conversations, an online app and in a termly summary. Parents speak highly of the pre-school. They say that their children make good progress and they love attending. Parents particularly appreciate the kind and understanding approach of staff and acknowledge that their children are happy and settled.
- The manager knows the staff extremely well. Staff benefit from regular supervision meetings where they help to identify the pre-school's strengths and any areas to further improve. Staff work together well as a team. They have regular staff meetings, share information each day and ask each other for help when necessary. Staff feel very well supported as a result.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- build further on teaching practice during group activities so that children have more time to process information, share their ideas and use new vocabulary.

## Setting details

<b>Unique reference number</b>	205699
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10351062
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Gunness & Burringham Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP519416
<b>Telephone number</b>	01724 784942
<b>Date of previous inspection</b>	3 October 2018

## Information about this early years setting

Gunness and Burringham Pre-School registered in 1987. The pre-school employs four members of childcare staff. Of these, all hold early years qualifications at level 3. It is open Monday to Friday from 8.40am to 3.20pm, term time only. The pre-school provides funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Caroline Brooks

## 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 provider.
- The manager showed the inspector the areas used by the pre-school and explained how the provision is organised and how the curriculum is implemented.
- The inspector held a number of discussions with the manager and staff.
- The inspector looked at relevant documentation.
- The inspector observed interactions and between children and adults.
- The manager participated in a joint observation of staff with the inspector.
- The inspector observed planned activities and play.
- The inspector spoke to parents during the inspection and took account of their views from discussion and written feedback.

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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