

Burton Pre-School Playgroup 'Teddy Bears'

BURTON PRIMARY SCHOOL, Campbell Road, Christchurch, BH23 7JY

Inspection date	01/04/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are settled, secure and show high levels of confidence and self-esteem.
- Staff establish strong partnerships with parents promoting effective two-way sharing of information and enabling parents to get actively involved in their child's learning.
- Children benefit from the well-resourced enabling environment where they make choices in their play, encouraging them to become active learners.
- Systems for planning and assessment work well. Staff use their observations of children effectively to tailor activities to help children make good progress in their learning and development.
- Children receive clear and consistent messages from staff, as a result, they learn to manage their own behaviour and play together well.

It is not yet outstanding because

- Staff do not always make the most of opportunities to extend children's learning through the activities, for example, by introducing positional language as children build with construction materials or encouraging children to write their names on their artwork to develop their early writing skills.
- The outdoor play areas are not used to their full potential to provide children with rich

and varied outdoor learning experiences.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and the outside environment.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and of the provider's self-evaluation
- The inspector held meetings with the provider/manager and carried out a joint observation.

Inspector

Dinah Round

Full report

Information about the setting

Burton Pre-school Playgroup Teddy Bears registered under new ownership in 2013. It is a privately owned pre-school and operates from Burton Primary School in the village of Burton, on the outskirts of Christchurch, in Dorset. The setting has the sole use of a classroom with their own separate toilet facilities. Children have access to an enclosed courtyard area and separate enclosed garden for outdoor play. The setting serves the local and surrounding areas.

The setting opens Monday to Friday during term time only. The sessions run from 8.45am to 3pm. They are registered to provide funded education for two, three and four-year-olds. The pre-school is registered on the Early Years Register and compulsory part of the Childcare Register. The owner-manager has attained Early Years Professional Status, and of the other nine members of staff, most hold recognised childcare qualifications at level 3.

What the setting needs to do to improve further

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

- extend children's learning further through the activities, in particular by incorporating positional language and helping children practise writing for a purpose
- make better use of the outdoor play and learning environments to provide children with a wider range of learning experiences to support their all-round development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are confident and enthusiastic learners. They enjoy coming to the pre-school and quickly settle and get involved in their chosen activity. The well-resourced and enabling environment provides a wide range of play and learning experiences encouraging children's independence. Staff complete regular observations of children and use the information effectively to inform planning of future activities so they are geared to children's individual learning. They collate the information in each child's individual learning journey files and use it to track children's progress. As a result, staff are able to identify any gaps in children's learning and can then plan activities to target specific areas of learning. For example, they have recently organised small groups to help them focus on children's speech and language. This makes sure that all children are supported well to make good progress in their learning and development. Parents contribute to the initial assessments on their child sharing details about the children's abilities and interests. They

are kept well-informed about their children's progress through the daily handover and use of the home link diary. Parents are able to borrow storybooks and rhyme time bags and staff offer ideas on ways they can further support their child's learning at home. Staff encourage parents to record their child's achievements at home on the pre-school celebration tree leaves. This helps parents feel fully involved in their child's learning.

Children are confident communicators and happily chat with adults and their friends. They demonstrate good listening skills during the planned group activities. For example, children listen to stories with increasing attention and staff encourage them to recall familiar words and phrases. This fosters children's language skills effectively. Staff provide a writing table and resources so children can experiment with various tools fostering their mark making skills. However, staff do not always extend this further to teach children about writing for a purpose, such as writing their names on their artwork. Children enjoy a broad range of creative play activities and experiences, including paint, sand, play dough, and baking activities, and specific activities such as making Easter baskets. They take part in planned activities exploring the 'feely box' where staff encourage children to describe what they can feel in the box. This introduces children to different textures and develops their communication skills.

Children use their imagination well as they dress up and join in pretend play with their friends. They enjoy playing in the shop and staff interact positively increasing the children's learning through their involvement. For example, staff use the shop to focus on counting and number recognition with particular children. Children are encouraged to find the same number of items to correspond with the written numbers. Staff offer sensitive support and lots of repetition to effectively develop children's understanding of number. Outside in the construction area the children work together well with their friends negotiating how to build and fix the building blocks together. However, staff miss opportunities to introduce size and positional language to extend children's learning further. Children show an interest in technology as they freely access the computers. They become familiar with how to operate the computer and use the mouse with increasing skill as they listen to the instructions on the programmes. Children are fascinated to see the various animals and insects brought into the setting from a visiting agency. They listen well to the instructions and show care as they handle the different insects. Staff ask children what the insects feel like, introducing words, such as 'soft' and 'slimy' to help build on children's vocabulary. Staff talk to children about how the creatures live developing their understanding of the world around them.

The contribution of the early years provision to the well-being of children

Children form good relationships with staff and other children due to the effective key person systems. All children have a key person whose role is to focus on meeting the child's care needs, liaising with parents and completing children's progress folders. As a result, the staff know the children well and recognise when a particular child needs a little extra reassurance and support. Children are encouraged to be increasingly independent, for example, staff support children in learning to put their coats on by themselves when going outside. Children serve their own snacks and pour their own drinks with confidence

at snack time, taking care to wait their turn. Through learning to do things for themselves helps the children develop good skills for the future and supports them in readiness for school. The pre-school environment is bright and welcoming and provides children with an extensive range of clean, good quality resources. Staff display children's artwork and provide named pegs for children's belongings. This gives children a strong sense of belonging and pride in their own achievements.

Safety and security are high priority within the pre-school. Staff monitor the exits during handover times to make sure children are unable to leave the premises unsupervised. Risk assessments are completed and safety is monitored throughout the day enabling children to move around freely and safely. On occasions, staff include children to join in with the daily checks helping to raise children's awareness of risks in the environment. Staff talk to children about how to play safely outside and children show they understand as they tell others that they need to "be careful". This teaches children how to keep themselves and others safe in their play. Staff and children join with the school to take part in regular fire drill practises so they know what to do if they need to evacuate the premises. Good use of documentation helps to support children's safety and welfare. For example, regular monitoring of the accident reports helps to identify any recurring issues. Staff give the children clear and consistent messages to teach children about the behaviour expectations. This includes use of 'golden rules' such as using 'kind hands' in their play and to use their 'walking feet' when inside. As a result, children behave well and play together nicely as they learn to take turns and share.

Overall, children's health is promoted well. They benefit from access to daily outdoor play activities where they can generally free-flow between the indoor and outdoor areas most of the session. This provides children with plenty of fresh air and exercise. However, staff do not make the most of the outdoor play areas to enhance children's all-round development. For example, the enclosed grassed area is not regularly used and at times, staff do not provide resources in the paved area to fully extend children's learning experiences. At meal times, children know the routines to wash their hands before eating and are confident to do this by themselves. The children enjoy a good variety of healthy snacks, including fresh fruit. Staff sit with children as they eat their meals, engaging in conversations to help raise children's awareness of the importance of a healthy diet. This contributes towards children's physical development.

The effectiveness of the leadership and management of the early years provision

The manager and staff have a secure understanding of the Statutory framework for the Early Years Foundation Stage safeguarding and welfare requirements. The recruitment, supervision and training of staff have a strong focus on safeguarding. This involves checks to determine the suitability of staff to work with children. All staff attend safeguarding and first aid training regularly to keep their knowledge and skills updated. Consequently, staff are clear of child protection issues and know the procedure to follow if they have any concerns about a child in their care. Documentation and records to support children's safety and welfare are easily accessible and kept secure.

The staff team work together very well. Daily staff rotas mean that the staff are deployed effectively to support children's individual needs. Ongoing discussions, alongside regular staff meetings, means there is good information sharing between the staff. Assessment arrangements are effective in helping staff monitor children's progress and all staff allocated time to complete their key children's progress records. The manager is clear of her role to monitor the educational programme and regularly looks through children's learning journals to help her identify any training needs. She supports the staff's continuous professional development encouraging them to attend training, and some staff have recently attended a numeracy course. This enthused the staff to develop a specific mathematics area within the play space where children can freely access resources to support their mathematical development. The manager continues to review and evaluate the provision developing a successful action plan to help her prioritise areas for improvement. She recently sent out questionnaires to parents to obtain their views and took suggestions on board to shape the future of the provision. This resulted in the pre-school opening a little earlier to minimise waiting times for parents who also have children at the school.

Staff work in partnership with parents and other professionals to make sure that children receive any additional support required. They link closely with other early years settings that children attend through use of the communication home link diary. This helps to provide continuity for children's care, learning and development. The pre-school have developed good relationships with the school and the pre-school children join in some of the school's events. During the term before children start school they visit the reception class on a weekly basis to take part in specific activities. This helps to prepare children for their move onto school. Parents receive good information about the provision through access to the pre-school website, the parent welcome pack and regular newsletters. Parents comment positively on how staff are 'very approachable' and that they know children are settled.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY467154
Local authority	Dorset
Inspection number	937656
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	52
Name of provider	Katie Elizabeth Starks
Date of previous inspection	not applicable
Telephone number	07796633986

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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