

Burn Bridge Pre-School

Pannal Methodist Church, Spring Lane, Pannal, Harrogate, North Yorkshire, HG3 1NP

Inspection date	25/03/2014
Previous inspection date	09/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The highly successful partnerships with parents ensure that children's learning and development are given the utmost importance. The initial home visits, stay and play sessions and effective sharing of information helps to build upon these strong partnerships.
- Children settle quickly into the pre-school because the key person arrangement is well established. Consequently, children have secure attachments and staff provide good levels of emotional support.
- Staff are knowledgeable about the individual needs of the children and their teaching is strong. As a result, children make good progress in their learning and development.
- Safeguarding is given high priority and staff are vigilant about children's safety. As a result, children benefit from being cared for in a safe and secure environment.
- Children behave well and are confident because staff provide guidance and constantly praise and acknowledge their achievements.

It is not yet outstanding because

- On occasions some activities are overly adult-directed, as a result, this impacts on children's ability to initiate their own learning.
- Opportunities for children to experience different types of play and learning while outside, especially during the winter months, are not fully explored.

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.

Inspection activities

- The inspector had a tour of the premises, observed activities in the playrooms and spoke with committee members, staff and children.
- The inspector conducted a joint observation with the pre-school leader.
- The inspector looked at a sample of children's assessment records, planning documentation and policies.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and development plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Shirley Maynard

Full report

Information about the setting

Burn Bridge Pre-School was registered in 1983 and is on the Early Years Register. It is managed by a voluntary committee and is based in a rural church hall in the village of Pannal, near Harrogate. The pre-school serves the local area and is accessible to all children. Children have access to a large hall, classroom and kitchen area which are on the ground floor. There is access to an outdoor play area.

The pre-school employs six staff to work directly with the children, two of whom have Early Years Professional status, three of whom are qualified to level 3 and one of whom is unqualified and working towards a recognised early years qualification. The pre-school opens Monday to Friday during term time. Sessions are Monday, Wednesday, Thursday and Friday mornings 9.30am to 12.30pm, Tuesday morning 9.30am to 1pm and Wednesday and Thursday afternoons 12.30pm to 3pm. There are currently 32 children on roll in the early years age range. The pre-school is registered to provide funded nursery education for three- and four-year-old children.

What the setting needs to do to improve further

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

- provide further opportunities for children to undertake self-initiated activities to develop their ability to independently explore their own learning

- extend opportunities for children to use the outdoors for learning throughout the year and in a wide range of contexts, such as, problem solving, risk taking or exploring nature.

Inspection judgements

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

Children benefit from a welcoming and well-organised environment. Children learn to recognise their own names as they hang their coats up and self-register when they arrive. Staff organise the room well so that activities are ready for children's arrival, which prompts immediate interest. Staff are committed to supporting children in learning new skills and their teaching is strong. As a result, children make good progress in their development. During small group time sessions, staff lead discussions about the days of the week and the weather, encouraging children to develop their understanding of number names and enhance their language development. During these sessions children are also given the opportunity to talk about things that are special to them. For example, children bring in their favourite toys and books and talk about how their book is about a 'super mum' and how it is linked to their weekly topic and Mother's Day. Children also talk

about experiences at home, for example, excitedly telling their friends that their new born lamb travelled in the car to pre-school with them. Children eagerly join in with these lively discussions, taking it in turns to talk and developing their language and listening skills.

Staff provide well-planned activities covering all areas of learning, based on children's interests and developmental stage. As a result, children are engaged in their learning and gain the necessary skills needed for when they go to school. However, some activities are overly directed and consequently, children are not always fully encouraged to independently explore their own learning and creativity. Children's understanding of letters and sounds is supported as staff interact appropriately with them to ask questions, promote their interest and provide age-appropriate challenges. For example, while completing an alphabet jigsaw, children are encouraged to think about and name other objects that begin with the different letters. Children develop an interest in technology as they acquire basic skills in operating equipment, such as a tablet computer. Children also enjoy role play, where they confidently take on new roles within their play, and make marks with pencils and crayons, developing their early writing skills. Children enjoy physical activities in the large hall, which gives them the space to move around and engage in music and movement sessions. However, while outdoor play is usually planned for this, it is sometimes restricted during the winter months. As a result, opportunities for children to use outdoors for learning in a wide range of contexts, such as problem solving, risk taking or exploring nature, are slightly reduced.

Highly successful partnerships with parents allows staff to work with parents to support children's learning and development. Staff complete detailed 'learning journey' folders containing information on entry from parents, observations, next steps for learning and photographs as evidence of children's learning. Parents have access to this information, which keeps them informed of their children's progress. Parents are actively encouraged to share information about their children's 'WOW' moments and their learning and interests at home, through the completion of home observation slips. These positively contribute to staff identifying children's interests and next steps in learning and are used to inform future planning. As a result, many parents comment that staff know their children's strengths and interests well and treat them as individuals.

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

The fully embedded key persons system works extremely well in supporting children's social and emotional well-being. The initial home visits, 'stay and play' sessions and effective sharing of information means that staff and parents work in partnership to effectively support children for when they start at the pre-school. Staff work very closely with parents to tailor the settling-in arrangements so that they are specific to individual children's needs. The welcoming, positive and relaxed approach from staff has a very calming influence on the children. This supports children to feel settled and as a result, children are happy and secure in their relationships, confidently seeking assistance from staff if needed.

Snack and lunch times are sociable occasions when staff encourage children to develop their independence skills. As a result, children serve themselves cheese and carrot sticks

with the expert use of the serving tongs, pour their own drinks and then clear away after they have eaten. Staff successfully promote the children's understanding of the importance of having a healthy lifestyle. They provide them with nutritious snacks and talk to them about the importance of good hygiene practices. Consequently, children show an awareness of the importance of hand washing before eating and after using the toilet.

Staff routinely encourage children to consider their own and each other's safety and remind them of the rules of the setting. As a result, children have a good understanding of how to keep themselves safe and move safely between the different rooms as they access activities. Staff are positive role models for children, speaking kindly and gently reminding them to say 'please' and 'thank you' when appropriate. Regular praise and encouragement from staff means that children share and take turns with resources with little or no prompting. As a result, children are confident, play very well together and are very well behaved, demonstrating their understanding of the clear boundaries and high expectations of staff.

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

Staff demonstrate a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Comprehensive policies and procedures, which underpin good practice, are in place and updated annually. Staff have a good understanding of the role they play in safeguarding children and understand the procedures that they must follow if they were concerned about a child's welfare. The premises are safe and secure and staff complete effective risk assessments to address any safety issues quickly and effectively. Robust recruitment, vetting and induction procedures ensure adults working with children are suitable to do so. As a result, children are safeguarded and effectively protected from harm.

Leadership and management of the pre-school is good and the leader has a good overview of the pre-school and the progress that child make. An effective tracking system is in place to provide information on children's progress, this means that she is able to quickly identify and support any child who is not developing at the expected levels. A highly supportive committee are in regular contact with the pre-school leader to offer help and guidance. All policies and future plans are shared with the parents and the management committee. As a result, staff, parents and the management committee work closely together to help move the provision forward. Regular team meetings and reviews consolidate and develop good practice, with regards to children's learning, safeguarding and health and safety. Staff have regular supervisions and benefit from yearly appraisals. This enables them to identify any training needs and helps to assure quality and promote consistency in practice. The well-qualified staff team take full advantage of all opportunities to continue their professional development, ensuring that their knowledge is continually updated. The setting has a very low turnover of staff which indicates a positive working environment. Consequently, children are cared for by consistent staff who demonstrate the required skills and commitment to their role, enabling children to feel secure and safe.

Partnerships with parents are strong and parents comment that staff are like extended family members. Parents are kept up-to-date with all aspects of the pre-school, through an informative notice board and regular newsletters. Good links are forged with the local schools to effectively support children when they move to school. Reception class teachers are invited into the setting or contacted by phone to share information and the achievements of children. The pre-school leader is fully aware of the importance of good communication and partnership working with other professionals and also has a good working relationship with the local authority support services.

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	EY296333
Local authority	North Yorkshire
Inspection number	872965
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	32
Name of provider	Burn Bridge Pre-School Committee
Date of previous inspection	09/12/2008
Telephone number	07804 068631

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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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