

Burnside Pre School

Burnside Community Centre, 38 Burnside Crescent, Middleton, MANCHESTER, M24 5NN

Inspection date	30/10/2012
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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children thrive in the setting. They are very motivated and eager to learn and participate in an extensive range of activities. They show high levels of confidence, enthusiasm, curiosity and imagination.
- Children have access to an extremely stimulating environment, both indoors and out, which effectively challenges them and promotes their learning.
- All practitioners are exceptionally skilled and sensitive in supporting children to form secure emotional attachments. This provides a strong foundation to enable them to develop their independence and motivates them to explore.
- Self-evaluation systems are thorough and take into account the views of practitioners, children and parents. This ensures that strengths and weaknesses are effectively identified and addressed and plans for improvement are well targeted and achievable.
- Partnerships with parents, external agencies and other providers are very effective and contribute to ensuring children's needs are quickly identified and met effectively.
- The setting's practice consistently reflects high expectations for all the children and practitioners. Their practice effectively enables children to make excellent progress and prepares them extremely well for school.

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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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities presented in the three playrooms and the outdoor play area.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
- The inspector met with the manager of the provision and checked evidence of the suitability and qualifications of practitioners working with the children, and discussed the self-evaluation and improvement plan.
- The inspector took into account the views of parents and carers from information gathered from questionnaires.

Inspector

Marina Anna Howarth

Full Report

Information about the setting

Burnside Pre-School was re-registered in 2012 and previously operated for over 20 years. It is managed by a voluntary committee. The setting operates from converted premises, which is located in the residential area of Langley in Middleton, Rochdale. Children have

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access to three play rooms. The setting is accessible to all children and there is a large fully enclosed area available for outdoor play.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 33 children aged from two to five years on roll. The setting supports children with English as an additional language and children with special educational needs and/or disabilities. The setting receives funding for the provision of free early education to two-, three- and four-year-old children.

The provision is open during term time and sessions operate from 9am to 12 noon and from 12.30pm to 3.30pm. Children are able to attend a variety of sessions. There are a total of six members of staff including a manager, all of whom hold appropriate early years qualifications at level 3 and above.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- consider more creative strategies to further involve parents who may be more reluctant to engage in their children's learning.

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

Practitioners have a clear understanding of how children learn and demonstrate high expectations of themselves and the children. The exceptional organisation of the educational programme engages children in rich, varied and imaginative experiences that are tailored to meet their individual needs. As a result, children are well motivated, eager to participate in activities and consistently demonstrate the characteristics of effective learning. Teaching techniques are consistently strong and successfully reflect children's interests. Practitioners skilfully build on children's home based knowledge and experiences and provide further opportunities for progression. For example, the provision of assorted materials and resources including large drapes, bamboo sticks, tape and string, enable children to create their own dens. They develop their skills of problem solving as they create various structures and work out what resources are needed to hold the structure safely in place. They enthusiastically use their dens imaginatively in a variety of ways, providing shelter to accommodate private space and to participate in group activities, such as sharing books.

Staff undertake purposeful observations and assessments that highlight individual interests and preferred learning styles. This information is used exceptionally well in conjunction

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with their home experiences and translated into individualised planning that clearly identifies each child's next steps in learning. Children's learning journals illustrate the rapid improvement in their learning. These are maintained to an exceptionally high standard, detailing photographs of the children involved in a variety of activities, their artwork and regular observations which are clearly linked to the seven areas of learning.

Practitioners work closely with parents from the point of entry. They obtain detailed information to establish what children can do and define initial targets linked to the Early Years Foundation Stage. Parents are able to access their children's learning journals at any time. They are provided with record sheets to share significant experiences, interests and their observations of their children's progress at home. For example, children bring in photographs of their home and significant family members, which are displayed on the walls and used to promote conversation and develop a strong sense of belonging. Parents are kept fully informed of their children's progress, through the provision of consultation meetings held every term. A wealth of information is displayed and distributed continually, keeping parents informed about the Early Years Foundation Stage. Highly successful strategies engage the majority of parents in their children's learning at home. For example, they are invited to attend sessions, giving information about children's development and ideas to enable them to support their children in their next steps in learning. They are also encouraged to attend play and stay sessions and participate in the celebration of festivals. Further systems to involve more reluctant parents are currently in the process of being established, although, are not yet fully embedded in practice.

Children are exceptionally well supported to develop their writing skills, taking part in a variety of activities to promote their pencil grip. They have access to an extensive range of resources to support them to recognise letters. The environment, both indoors and out, is rich with print and text. All resources are clearly labelled with words and pictures and children participate in a self-registration process. This enables them to become familiar with the letters in their name from an early age. The majority of pre-school children are able to clearly identify letters in their name and that of their peers and write letters that are recognisable. Younger children are provided with a variety of opportunities to mark make, both indoors and out. They enjoy using a variety of different sized paintbrushes to create marks on the walls and draw on the paved areas with chalks. The well-resourced book area enables children to access a variety of books, where they discover that print has meaning. They excitedly act out stories using puppets, they enjoy story sessions with practitioners and share books together in small groups in outdoor dens.

Children have access to a well-resourced, safe and highly stimulating environment, both indoors and out. This effectively supports their individual learning across all areas. They explore their senses as they collect and paint autumn leaves and discuss colours, shapes and textures. They monitor the volume of rainfall by observing how much rain has been collected in plastic bottles outdoors and identify which bottle has the most water. Impressive support is offered to promote children's problem solving, reasoning and numeracy skills. They count, compare, match, sort and sequence confidently in all areas of their play. This is further promoted through visual numbers and maths language located throughout the environment. Practitioners are highly skilled in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. Interaction between practitioners and every child is exceptionally strong which is

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highlighted in children's reactions, the excellent progress they make and the sheer delight they display.

All children are secure in communicating their needs and preferences. Practitioners actively encourage the use of phonics to promote children's understanding of sounds and letters. They are skilled in promoting the correct use of language by telling repetitive stories and instigating games which involve repetition of words or phrases. They are sensitive to individual needs by using familiar phrases of home languages which are also displayed on the walls. Gestures and visual timetables are also used effectively to enhance early language skills and support children with additional learning needs.

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

A well-established key person system and the effective deployment of practitioners enable children of all ages to form secure emotional attachments. This successfully promotes their developing independence and exploration. Children demonstrate high levels of self-control during activities and display confidence in social situations. Effective induction procedures and the highly sensitive interaction of practitioners ensure that children who are new to the setting develop a strong sense of belonging. They settle very quickly, demonstrating high levels of contentment and confidence.

Children of all ages demonstrate an excellent understanding of how to manage risk and keep themselves safe and healthy. For example, they visit the local community and learn about road safety as they learn to cross roads. Whilst out children learn about possible dangers and how to recognise road signs. They help to create a road safety book by using photographs of their visit and role play the process through activities in the setting. They learn to use a selection of equipment safely, such as gardening tools and utensils used for preparing food. They are provided with daily opportunities to engage in physical exercise and know they need to wrap up warm and wear protective clothing when it is cold and raining. They enthusiastically participate in exercise as they follow simple visual images displayed on the wall promoting a variety of movements. They balance, climb, negotiate spaces and demonstrate their pedalling skills as they ride bikes forwards and backwards, fast and slow. They feel their pulse rate after they have used lots of energy and discover that it feels faster.

Children learn to form good relationships with their peers and work alongside others companionably. For example, they share resources, take turns and work cooperatively as they take turns to roll balls down the ramp. All resources are easily accessible enabling children to make choices as they engage in a variety of play activities. They skilfully develop a wide range of self-care skills as they confidently demonstrate putting on their water proof clothing to go outside. They help themselves to tissues to wipe their nose and instinctively know to wash their hands before handling food or after visiting the toilet. Children enjoy taking turns to be the designated monitor at snack time, where they set the tables and help to tidy away afterwards. They learn about healthy eating through the provision of healthy, nutritious snacks. They also discover food cycles as they grow and taste their own produce, such as pumpkins, potatoes, beetroot, strawberries and herbs.

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

Leadership is inspirational. The process for self-evaluation within the setting is extensive and effective, incorporating the views of all the practitioners, children and parents. The staff team share a vision to provide an excellent service for the children and their families thus making a positive difference to their lives. They are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable staff to continually evaluate their practice. This is achieved through peer observations, high quality professional supervision, appraisals and continual reviews and extensive monitoring of practice. This has enabled practitioners to identify areas of learning which required further enhancement. For example, providing more resources for mark making and literacy outdoors, which has proved highly successful with the boys who were initially reluctant to participate in activities in this area.

All practitioners prioritise children's safety and have an excellent awareness of safeguarding issues and the procedures to follow. Management have excellent systems in place to monitor and audit staff's knowledge which are implemented consistently. An extensive range of policies and procedures successfully underpin daily practice. Accurately maintained records also ensure children's welfare is meticulously protected. Extensive risk assessments for all areas of the building, outdoor area, resources and individual outings ensure children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. There are effective systems to monitor how practitioners observe, plan and monitor each child's progress. Extensive support and liaison with a wide range of professionals has enabled practitioners to implement the revised Early Years Foundation Stage with confidence. As a result, they have an accurate understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services involved.

Highly effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. Practitioners have excellent relationships with parents which have been further enhanced through the introduction of parent groups. For example, a variety of support and information services are provided, such as healthy eating and stay and play sessions. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays adorn the walls. These illustrate the breadth of activities that children are actively involved in during their time at the setting, accompanied by explanations relating to how children learn. Parents contribute extensively to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Effective partnership working with local schools ensures that the transition process is successful. Children are well prepared for their transition by being provided with opportunities to meet their new teachers, both in their existing setting and through visits to their new school. They participate in role play

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activities where they dress up in their school uniform and are involved in discussions, resulting in them feeling confident in the transition process.

The Childcare Register

- The requirements for the compulsory part of the Childcare Register are **Met**
- The requirements for the voluntary 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

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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	EY447257
Local authority	Rochdale
Inspection number	798325
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	18
Number of children on roll	33
Name of provider	Burnside Centre
Date of previous inspection	Not applicable
Telephone number	01616435775

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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 that are

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usually their 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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