

# Inspection of Burpham Pre-School

Church of Holy Spirit, New Inn Lane, Burpham, Guildford, Surrey GU4 7HN

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Inspection date: 20 September 2019

<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 excitedly enter pre-school for their day ahead. Staff use a strong and effective settling-in system that helps children to build good bonds with them and to become emotionally secure quickly. There is a firm focus on immersing children into their immediate community to help them to gain important social skills. The pre-school has clear plans for visits to a local allotment. This will help children to become more curious of nature and the wonders of the wider world around them and to develop a healthy attitude towards, and understanding of, food that they eat. Children are kind, show respect towards each other and behave well. They patiently wait for their turn in group activities and are learning to control their own emotions and feelings. However, there is not always the opportunity for children to have quiet time to meet their own needs. Staff are good role models who are attentive and reactive to children's changing needs and requirements. Risk assessments are in place and reviewed and adapted regularly to provide children with safe play areas for learning. Staff have high expectations for each and every child and there is an inclusive culture present within the staff team to support children to reach their fullest potential. Children are encouraged to persevere with tasks and to build a strong sense of pride in their own abilities. They display a firm sense of belonging and make their own informed choices in their play and learning to support their evolving likes and interests.

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

- The manager is reflective and takes a motivational approach towards her role and responsibilities. Staff form a strong team which recognises the strengths that each member brings towards the quality of the pre-school. They receive targeted support and precise planning for their professional development. For instance, recent training on how to support children's communication and language development has helped them to raise their knowledge.
- Children listen intently to instructions and follow and respond to these with ease. They enjoy the morning 'wake up shake up' group activity in which they move their bodies to music and learn to balance and negotiate spaces. This helps children to build on their physical abilities and to have regular exercise. Staff introduce early mathematics as they encourage children to count as they jump and use large and small steps.
- Staff use opportunities well to support children's communication and language development. They introduce new words and sounds and give children plenty of time to respond with their own views and suggestions. Children show increasing vocabulary as they recall past experiences and memories from their 'holiday books' and share these with others.
- Children with special educational needs and/or disabilities make steady progress and are monitored closely. There are strong professional partnerships in place

which allow pertinent information to be shared successfully. Children's next steps for their learning are clear and specific to help them to make the best possible progress. Staff precisely plan children's learning to help them to succeed and gain important skills for later in life.

- Evaluation is used well to constantly raise the quality of all areas of pre-school. The views and comments of parents, staff and children are valued and help to inform further areas for improvement and change. Parents comment on the recent addition of a new assessment system, which has helped them to feel a larger part of their children's day.
- Children show a willingness to carry out daily tasks independently. However, staff do not routinely help them to take more responsibility for their environment and the resources that they use, such as helping to tidy up throughout the day, to help them to build further on their awareness.
- Partnerships with parents are well established and they are welcomed into the pre-school for special days, such as 'science days'. A firm focus and every effort is made to continually strengthen their involvement.
- Children enjoy free movement around the large and spacious learning environments. However, these do not provide a quiet and restful area for those who may require time alone, to help them to build further on their own needs.
- Children are inquisitive and engaged learners. Staff effortlessly extend children's learning to provide additional challenges. For example, as children show a keen interest in vegetables, staff help them to strip back the layers of a leek to look at its structure and how it grows. Children enjoy smelling different aromas and talking about what they like and do not like.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well qualified and skilful. They understand the importance of being vigilant and observant of the children in their care. Staff can confidently explain how they would identify potential signs of abuse and the procedures they would use to report concerns. This helps to protect the welfare of children. There are robust recruitment and vetting systems in place to ensure the suitability of staff who work directly with children. Policies and procedures are regularly reviewed and adapted to ensure they display the most up-to-date information.

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

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

- support children to take more responsibility for their environment and the resources they use, to help them build further on their awareness
- ensure children have opportunities for quiet and restful time, where they can consider and meet their own needs.

## Setting details

<b>Unique reference number</b>	119959
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066234
<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>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Burpham Pre-School Committee
<b>Registered person unique reference number</b>	RP524350
<b>Telephone number</b>	07596211375
<b>Date of previous inspection</b>	7 March 2016

## Information about this early years setting

Burpham Pre-School opened in 1967 and operates from the Church of Holy Spirit in Guildford, Surrey. The setting is open on Monday, Tuesday and Wednesday from 9.15am to 2.30pm and Friday from 9.15am to 1pm, during term time only. The setting employs seven members of staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school receives funding for the provision of free early education for children aged three and four years.

## Information about this inspection

### Inspector

Gwendolyn Andrews

## Inspection activities

- The inspector conducted a learning walk with the manager and discussed the process of evaluation, how the curriculum for children's learning is planned and the current areas identified for improvement.
- The inspector observed the teaching and learning in both the indoors and the outdoors and the impact this has on the development of the children. She spoke directly to parents and took their feedback and written comments into consideration.
- The inspector entered into discussions with staff and the children at appropriate times. The inspector also spoke to staff about their knowledge of safeguarding and the procedures in place for reporting any concerns.
- The inspector completed a joint observation with the manager and held a leadership meeting with the manager, the chair of the committee and the special educational needs coordinator.
- The inspector sampled a range of documentation, including suitability checks, children's developmental records, recruitment files and staff supervisions and professional development plans.

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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