

Inspection of Burpham Preschool

Church Of The Holy Spirit, New Inn Lane, Guildford GU4 7HW

Inspection date: 21 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children excitedly enter the pre-school for the day ahead. They are safe and secure and display a very firm sense of belonging. Children have good bonds with all staff members who are kind and attentive. Each child is viewed as a unique individual and this helps children to have confidence in their own characteristics of learning. Children feel valued and respected through the genuine interest that the staff team take in speaking to the children each day. Children behave well and are able to manage their own emotions and are starting to recognise the needs of others around them. They are very independent in all aspects of their own self-care. For instance, children dress themselves for outside play and happily put on their slippers for indoor play with little or no help. Children are building high levels of resilience and important social skills for their future learning.

Children are learning about their immediate community and the wider world around them. They enjoy planned activities, such as learning about other countries. This helps children to build an understanding of the differences and similarities in themselves and others. Children enjoy many opportunities to be physically active. For example, they have the freedom to use wheeled items in the garden or use balance beams indoors. This helps children to have access to fresh air and exercise to support their overall well-being.

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

- The leadership within the pre-school is strong. All staff have a good level of understanding of their roles and responsibilities. They are enthusiastic and passionate about ensuring that each and every child has the best possible early years experience. Staff receive regular supervisions and training to support their practice, to become more reflective in how they can strengthen opportunities for their assigned key children.
- Children are articulate and are starting to use their memory and recall skills. For example, they are able to beautifully describe how a volcano erupts hot lava. Staff recognise the importance of working alongside children to help them to become confident speakers. However, occasionally, staff use closed questions which does not fully support children to use their increasing range of words, to build even further on their communication skills.
- Staff plan an ambitious curriculum which keeps children motivated and enthralled learners. A lot of time is taken in planning activities and resources provided for children's play and learning. The setting use self-evaluation effectively to constantly build on current strengths and quickly identify areas for improvement. Leaders gather the views of children, staff and parents to help inform further areas for change.
- Staff introduce early mathematics during the day to build on children's

increasing abilities. For instance, children use their own problem-solving skills to figure out what items to use to build a tall tower with cardboard tubes. Children learn about weight and volume as they play in the sand tray, emptying and filling different sized containers. Younger children complete jigsaw puzzles by exploring with patterns and shapes.

- Children are building a love of stories and singing. They immerse themselves into music time, joining in with action songs as a staff member plays the accordion. Children enjoy sitting with staff to listen to a story and are able to recall their favourite parts and characters. However, the environment does not provide younger children with easy access to books, or a space to sit quietly to read independently away from the busy areas of the pre-school.
- Staff carefully watch the progress of children. They are able to quickly identify potential gaps in their learning to provide additional support if required. Children with special educational needs and/or disabilities, those who receive additional funding and children who have English as an additional language make encouraging progress. Leaders successfully share information with other professionals and this help to provide a more targeted approach to help children to reach their fullest potential.
- Partnerships with parents are a particular strength of the setting. Every effort is taken to continually build good relationships and open ways of communication, to involve parents in their children's development and achievements. Parents are very complimentary of the time and immense effort staff members take to discuss their child's day at pre-school.

Safeguarding

The arrangements for safeguarding are effective.

All Staff have a secure understanding of how to protect the children in their care. They are confident about how they would identify potential signs and symptoms of abuse and the procedures they would use to report concerns. This helps to protect the welfare of children. Leaders follow a robust induction and vetting procedure which assures the suitability of staff to work directly with children. Good risk assessments are used to help keep children safe. Regular training supports staff to have the most up-to-date knowledge of additional issues, such as county lines.

What does the setting need to do to improve?

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

- further promote children's communication and language skills by using open-ended questions that encourage children to use their increasing range of words
- review the organisation of the environment to provide younger children with a quiet area and independent access to books.

Setting details

Unique reference number	2619006
Local authority	Surrey
Inspection number	10265199
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	29
Name of registered person	Burpham Preschool C.I.O.
Registered person unique reference number	2619005
Telephone number	07596211375
Date of previous inspection	Not applicable

Information about this early years setting

Burpham Preschool opened in 1967 and re-registered in 2020. It 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 10 members of staff. Of these, one staff member holds a qualified teaching status and three staff members hold appropriate early years qualifications at level 3. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Gwendolyn Andrews

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 acting manager and has taken that into account in their evaluation of the setting.
- The acting manager and the inspector completed a learning walk together and discussed how the curriculum for the pre-school is organised. The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector and the acting manager completed a joint observation together and discussed plans for evaluation and areas identified for improvement within the pre-school.
- The inspector sampled a range of documentation, including suitability checks and staff qualifications. The inspector spoke directly to parents and took account of their comments, including written comments.
- The inspector observed the teaching and learning in both the indoor and the outdoors and the impact this has on the development of the children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023