

Gosforth Pre-School

Gosforth Youth Centre, Stubley Lane, Dronfield Woodhouse, Dronfield, Derbyshire, S18 8YN

Inspection date	10/09/2013
Previous inspection date	07/03/2011

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

- There is an excellent range of activities, which are incredibly well tailored to meet the children's individual interests, care and learning needs. As a result, children make very rapid progress in their learning and development.
- The key person system supports children's emotional well-being superbly. Staff listen attentively to the children and are quick to respond to ensure their individual needs are exceptionally well met. Consequently, the relationships between staff and the children are excellent.
- Staff give the upmost priority to the children's safety and welfare. They have a wealth of knowledge about the Statutory framework for the Early Years Foundation Stage and as a result, their practice is exemplary.
- The setting builds secure partnerships with local schools and other professionals, which actively contributes to preparing the children for school when the time comes.
- Partnerships with parents are exemplary. Staff work tirelessly to involve them in their children's learning and development. As a result, parents actively contribute to the assessment of their children, which ensures that there is a collaborative approach to supporting children's skills for the future.

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 looked at a range of documentation, including planning, observations and assessment records. She also looked at a range of policies and procedures and staff suitability records.
- The inspector observed activities and care practices in the playroom and within the outside area.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.

Inspector
Sarah Taylor

Full Report

Information about the setting

Gosforth Pre-School was first registered in 1977. It operates from Derbyshire County Council Youth Club premises situated in Dronfield Woodhouse and serves children from the local and surrounding areas. The premises are fully accessible. The pre-school is open each weekday in term time between 9.15am and 12.15pm with full daycare offered on a Tuesday, Thursday and Friday until 3.15pm and a Forest School session offered on a Wednesday morning. The setting also offers breakfast and lunch clubs and children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

The pre-school is registered with Ofsted on the Early Years Register. There are 38 children on roll, all of whom are in the early years age range. The pre-school provides funded early education for three- and four-year-old children. Staff support a number of children with special educational needs and/or disabilities. The pre-school is managed by a voluntary committee of parents and the sessions are led by a regular team of six staff. Of these, five staff hold relevant early years qualifications at level 3 and one member of staff holds a Foundation Degree in early years. Four members of staff have completed a forest school qualification. The pre-school is a member of the Pre-school Learning Alliance and is supported by the local authority.

What the setting needs to do to improve further

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

- enhance the already excellent partnership work with parents, for example, by inviting them into the setting to attend a broader range of group activities with their children.

Inspection judgements

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

Staff provide an excellent range of activities for the children, which are planned in great detail and are varied and imaginative. As a result, staff provide optimal challenge for the children through the activities and ensure that their learning is significantly enhanced. Staff meticulously complete observations of the children during their play. This helps them to plan for the next steps in the children's learning. The information taken from observations is used to assess children's individual progress and ensures that any gaps in their learning are promptly identified and used to secure excellent interventions. Staff complete the progress check at age two when the time comes, which provides a detailed account of what the children know and can do. Staff work well to involve parents in the

children's learning. For example, parents provide information about their child's starting points in learning and actively contribute to the assessment of their child. Staff conduct regular parent open evenings and provide them with a wealth of information about the activities they can try at home with their child. As a result, partnerships with parents are exemplary. Staff plan an abundance of activities that prepare the children for school. For example, they carry out letter and sound activities on a daily basis and use imaginative resources, such as handmade bags containing resources, which help to promote the children's learning in mathematics and language. Consequently, children make outstanding progress in their development, including those with special educational needs and/or disabilities.

Children are highly motivated to join in the wide range of activities available to them. They eagerly join the sticking activity where staff talk to the children about shape, size and texture. Children then demonstrate their understanding by using words, such as 'rough' and 'smooth' throughout the activity. This indicates that the staff have a positive and significant impact on the children's learning. Children become increasingly involved in their play. For example, they delight in taking turns with their friends when playing running games. Consequently, their personal, social and emotional development is developing rapidly.

Children learn new words on a daily basis because staff engage in meaningful discussions with them. For example, staff talk to the children about their favourite colours and encourage them to find objects in the same colour. Staff then encourage the children to use language, which refers to their favourite colour, such as 'red brick' and 'yellow banana'. This supports children's language and communication skills and ensures that they can easily identify familiar objects and colours. Children are using mathematical language during their everyday play. They enjoy solving simple mathematical problems using concepts, such as 'more' or 'less' and 'adding' and 'subtracting'. Consequently, children are making excellent progress in their mathematical development.

Children thoroughly enjoy their time outdoors and staff never waste an opportunity to promote their learning. For example, while playing in the garden, the staff ask the children about which direction they are moving in on the bikes. They show the children which way is forwards and which way is backwards. Staff extend this spontaneous activity by asking the children questions that challenge their thinking. The setting values every child as a unique individual. The free-flow system enables children to access outdoor facilities and resources, which include 'forest school' and 'eco school' related opportunities and experiences. Gardening is an extremely popular activity with the children. They delight in growing their own fruit and vegetables, which supports their understanding of the natural world. Children attend regular forest school sessions in the woods where the staff teach them how to build shelters and tie knots from rope. This supports the children to develop a wide range of practical skills for the future. Children access a variety of creative resources, such as, paint, glue and gloop, where they squeal with joy as they spread the glue onto cardboard boxes. They enjoy reading a selection of books in the cosy areas, where they sit, chat and relax with their friends.

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

The staff work very closely with parents from the onset of care to ensure that they have an excellent knowledge about the child before they start at the setting. For example, they complete an 'all about me' sheet, where parents write down information about their child's likes and dislikes and the starting points in their child's learning. This helps staff to ensure that transitions from home are well managed. When the children move to school and other settings, staff are excellent at sharing what they know about the child with their new carers. This is further enhanced because the staff have developed excellent links with the local schools, which enables children to meet their new teachers and become familiar with their new environment. Staff listen attentively to the children and are quick to respond, to ensure their individual needs are exceptionally well met. The well-organised key person system supports children's physical and emotional well-being and helps them to form strong attachments with their carers. This is because the staff are caring, highly skilled and give the children lots of cuddles, for example, when they are looking at books with the staff. Consequently, the relationships between the staff and children are excellent.

Children are extremely confident and self-assured. This is because the staff have high expectations for all children and they consistently praise and provide challenging activities for them. For example, children eagerly participate in the forest school activities, which involve making shelters in the trees and tying knots. This not only supports children's personal, social and emotional development but also helps the children to take some well-planned and managed risks during their play. Children learn how to keep themselves safe, for example, when playing in the garden, they know to use the bicycle helmets provided for them and when playing in the forest, they are aware that they must not go beyond the trees, the staff have marked with yellow sticky tape.

Children are exceptionally well behaved because the staff involve the children in setting the rules and boundaries for the room. They demonstrate their understanding of the rules, for example, by tidying away their own toys and equipment and by working co-operatively together. Staff promote the children's self-esteem because they provide them with lots of reassurance, praise and acknowledge their feelings. This helps the children to develop a sense of belonging and helps them to feel safe and secure.

There is a very well-balanced range of adult- and child-led activities, which ensure children's independence is effectively promoted. Resources are vibrant and clean and the setting is welcoming and attractive. Low-level units ensure that children have lots of choice about what they want to play with.

Children manage their own personal needs incredibly well, for example, they wash their own hands, blow their own nose and wash their own face. These skills help the children in preparation for their move to school. Children's self-help skills are developed even further because the staff allow them to prepare their own snacks. Children's understanding of healthy lifestyles is exceptional. They grow their own fruit and vegetables and sample their own produce. This enables the children to care for living things and learn about how things grow. Children are enthusiastic about exercise because the staff are dynamic when playing with the children outdoors. Protective clothing provided by the setting, helps the children to freely access the outdoor area in all weathers.

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

The manager has a wealth of knowledge about the Statutory framework for the Early Years Foundation Stage and as a result, her practice is exemplary. The monitoring of the planning of activities and the children's development is highly comprehensive. This ensures that any gaps in the children's learning are closing, because prompt interventions are provided by the staff to support children when they most need it. The setting has built superb partnerships with local schools, which actively contribute to preparing the children for school when the time comes.

Staff give the upmost priority to the children's safety and welfare. They complete regular risk assessments of the setting and record any accidents accordingly. The wide range of policies and procedures are well understood by the staff and are embedded in their everyday practice. Staff have an in-depth knowledge about the signs and symptoms of abuse and are familiar with who to contact should they have cause for concern about a child. All staff are fully trained in safeguarding. They have access to further training and development because the setting is fully committed to the continuous improvement of the staff and the setting. The manager and deputies enhance training even further by involving the staff in reflective practice. For example, they carry out peer observations to identify what the staff do well in their role and any areas they can improve on. Appraisals are carried out regularly with the staff. Their objectives are well targeted, to ensure that they bring about the most improvements that will have a positive impact on the children. For example, staff objectives include the completion of further training in movement play and language development. All staff are suitably vetted before they start at the setting and the recruitment procedures are robust.

The setting's self-evaluation is an accurate reflection of the strengths and areas to develop, which ensures that the staff are constantly making positive developments. This process is further enhanced because staff seek the views of parents through regular feedback questionnaires. The setting has developed excellent links with other professionals. For example, staff actively involve health visitors in completing the progress check at age two, to ensure all children are progressing well. The setting runs a number of groups for parents, such as the 'every child a talker group'. There is scope to enhance this even further by providing more opportunities for parents to come into the setting to attend group activities with their children and be involved. Staff involve parents in their children's learning and development. Parents actively contribute to the assessment of their children, which ensures that they are aware of how to support their learning at home. Parents regard the setting highly and state 'the pre-school is excellent, I am very happy with the care provided'. While another parent states 'I would say the setting is outstanding in terms of what the staff provide. Their knowledge is fantastic and the forest skills they use are just excellent'.

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 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 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 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	206771
Local authority	Derbyshire
Inspection number	915270
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	38
Name of provider	Gosforth Pre-School Committee
Date of previous inspection	07/03/2011
Telephone number	01246 298184

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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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