

# Gipsey Bridge Preschool

Inspection report for early years provision

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<b>Unique reference number</b>	EY277564
<b>Inspection date</b>	19/03/2009
<b>Inspector</b>	Carly Mooney
<b>Setting address</b>	Gipsey Bridge Chapel, Leagate Road, Gipsey Bridge, Boston, Lincolnshire, PE22 7BU
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

GipseY Bridge Pre-School was registered in 2004. It operates from the Methodist Chapel in the rural village of GipseY Bridge, near Boston, Lincolnshire. The pre-school is open each weekday, term-time only from 08.00 hours until 15.00 hours. Children can attend for a variety of sessions.

The playgroup is registered on the Early Years Register to care for a maximum of 34 children at any one time from two to eight years. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 39 children on roll, 32 of whom are in receipt of nursery education funding. The pre-school is able to support children with learning difficulties and/or disabilities.

There are five members of staff, of whom three hold a recognised childcare qualification. One is working towards a suitable qualification and one is unqualified. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children play and learn in a safe and welcoming environment, where they are highly valued as individuals. Children have a positive attitude to learning and staff have developed good skills in planning, observation and assessment. Extremely positive partnerships with parents have formed and inclusive practice is promoted very well throughout the setting. Clear systems are in place to address the strengths and weaknesses of the setting and staff continually monitor and evaluate the provision.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop closer links with other settings providing for children in the Early Years Foundation Stage, to further support children's learning and development.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact and who has parental responsibility for a child (safeguarding and promoting children's welfare).

06/04/2009

## **The leadership and management of the early years provision**

The pre-school manager provides clear and effective leadership which enables staff to work very well together as a cohesive team, presenting positive role models for children. Systems are in place to effectively monitor and evaluate the provision to identify priorities for improvement, including gaining the regular views of parents. Staff have successfully addressed the weaknesses made at the last inspection, which has a positive impact on children's welfare and learning. There is a good commitment from all staff to attend training on a regular basis in order to consistently update their learning and skills. The setting ensures that staff are suitable to work with children as robust recruitment and vetting procedures are followed. Most staff are well-qualified and experienced which is demonstrated in their understanding of how children learn. For example, staff use effective questioning techniques which give children the opportunity to think, predict and solve problems for themselves.

Comprehensive policies underpin the good practice at the setting and these are implemented effectively by all staff and shared with parents. However, information about who has legal contact and parental responsibility has not yet been obtained, which is now a requirement of the Early Years Foundation Stage (EYFS). Staff demonstrate a clear knowledge and understanding of Safeguarding Children procedures and are pro-active in helping children to understand how to keep themselves safe. The pre-school works very well in partnership with parents. They speak very highly of the setting and in particular about how welcomed they feel. Staff demonstrate an excellent understanding of the benefits of working closely with parents; they strive to provide frequent opportunities for parents to become involved in their child's learning. For example, they share reading books at home and attend workshops about the EYFS. Parents are well-informed about their child's progress and achievements and they have regular opportunities to share what they know about their child. Close links with other settings delivering the EYFS are beginning to develop.

## **The quality and standards of the early years provision**

Staff have a good knowledge and understanding of the EYFS, which enables them to offer challenging activities and experiences to support and extend each child's learning and development. Flexible planning is in place and is based on topics children have initiated. However, staff are very responsive to children's changing needs and interests and adapt their plans accordingly. Staff carry out regular observations of the children as they play and these are added to children's individual assessments to inform planning and identify the next steps in each child's learning. Children's play areas are organised well to support the six areas of learning, including the outside area which is used positively as an extension of the indoor provision. Children have good opportunities to move freely and make independent choices as to where and what they wish to play with, as all resources are easily accessible.

The key person system works very well in practice and this helps children to feel

settled and secure. Children are relaxed and confident in the nurturing care of the staff. They are developing good self-esteem because staff are attentive and value their contributions. Children are developing good relationships with one another. They demonstrate kindness and consideration as they help each other to do up zips and get undressed for a physical education (PE) session. Children explore their creativity in a good range of art and craft activities as a clear emphasis is placed on developing children's self-expression. They freely produce drawings and pictures to represent their ideas, which they share with parents or display around the setting which develops their sense of belonging.

Children count with confidence and demonstrate good problem-solving skills as they decide how to stick their paper to the easel. Children have daily opportunities to share and enjoy books, rhymes and songs. They are becoming confident communicators because staff are responsive to them and listen to their ideas and opinions. Children enjoy the many role play opportunities available, pretending to visit the dentist or hairdressers where they become excited about using a real hairdryer and having their hair plaited. Staff provide ample opportunities for all children to participate in physical activity, both indoors and outside. They have regular use of the local school's facilities, where they attempt to balance on logs and ropes or complete an obstacle course.

Children are provided with a good range of meals and snacks which are healthy, balanced and nutritious. Effective hygiene procedures are in place and children are familiar with hand washing routines before snack and lunch. Information regarding individual health needs is obtained and adhered to and all relevant documentation such as accident records is clearly recorded. Children are busy and occupied and as a result, their behaviour is good. Staff consistently praise and encourage children to build their self-esteem. There are very effective systems in place to support children with English as an additional language and those with learning difficulties and/or disabilities which ensures all children are fully included in all aspects of the setting. As a result, all children are happy, settled and making good progress towards the early learning goals.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.