

# Gorsybank Pre-School

Inspection report for early years provision

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**Unique reference number** EY310420  
**Inspection date** 10/06/2010  
**Inspector** Janet Keeling

**Setting address** Heathfields County Infants School, Saxon Close, Wilnecote,  
Tamworth, Staffordshire, B77 5LU

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**Type of setting** Childcare on non-domestic premises

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## 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 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.

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## Description of the setting

Gorsybank Pre-school re-registered with Ofsted in 2005 and is a committee-run group. It operates from two linked porta-cabins in the school grounds of Heathfields County Infants School in Tamworth, Staffordshire. There is access to enclosed grassed and paved areas for outdoor play. The pre-school serves children and families from the local and surrounding areas.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children from two to under five years may attend the setting at any one time. There are currently 65 children on roll, all of whom are within the Early Years Foundation Stage (EYFS). The setting receives funding for early years education.

The pre-school opens from 9.05am to 11.45am and 12.15pm to 14.45pm from Monday to Friday during school term times only. The pre-school has procedures in place to support children with special educational needs and/or disabilities and for children who speak English as an additional language.

There are 13 members of staff who work directly with the children, of whom 10 hold appropriate early years qualifications. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, independent and relish their time at this very welcoming pre-school group. Staff are highly motivated, work well as a team and have a good understanding of the Early Years Foundation Stage Framework, consequently, children make excellent progress in their learning and development. Staff offer a fully inclusive service where the uniqueness of each child is celebrated. Highly successful partnerships with parents and other agencies have been established ensuring children's needs are fully supported. The pre-school is led by an experienced, highly motivated and extremely enthusiastic manager who demonstrates a dedicated approach towards continuous improvement.

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

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

- review and develop the risk assessment procedures to ensure they clearly demonstrate what action has been taken to minimise identified hazards to children in the outdoor areas
- develop further the process of self-evaluation in order to identify the setting's strengths and areas for improvement.

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

Good priority is given to safeguarding children. All staff have an up-to-date understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Effective procedures for the recruitment and vetting of staff are in place together with effective procedures for the induction of new staff and students. All staff are very competent, demonstrate an excellent understanding of their roles and responsibilities and have a good understanding of health and safety issues. Risk assessments are completed and cover all aspects of the learning environment and outings. However, risk assessments do not clearly demonstrate what action has been taken to minimise identified risks to children in the outdoor environment. Staff routinely verify the identity of all visitors to the pre-school group and have a visitors' book in place. There are also effective procedures in place for the safe arrival and collection of children. Deployment of resources is good. For example, staff are successfully deployed to support the children's learning and welfare and make good use of available space. The environment is very well organised with clearly identified learning areas.

The manager and staff are very motivated and passionate about their work, they strive to improve practise at all times and have successfully met all recommendations made at the previous inspection. However, formal systems to monitor and evaluate the setting's strengths and areas for improvement are still very much in their infancy. Regular staff meetings provide valuable opportunities for staff to share good practise and to identify any training needs, whilst weekly planning meetings ensure that staff have quality time to plan the next week's programme of activities. A positive equality and diversity policy outlines a commitment to promoting inclusive practice, ensuring all children can achieve as well as they can, regardless of their background. The manager and staff demonstrate a strong commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Excellent links have been established with the host school where children are regularly invited to use the reception class facilities and share their outdoor toys and equipment. Staff, parents and children are also invited to attend the 'Book Cafe'. Consequently, this has a very positive impact on the children's future needs as many of the children move on to attend the school where they will see familiar adults and feel settled in their new learning environment.

Partnerships with parents are outstanding. Parents say they are extremely pleased with the excellent care and learning opportunities that are provided for their children. They find staff approachable, caring and professional and say that staff know their children very well. Children benefit from the warm and relaxed relationships that have been established between their parents and the pre-school staff. The staff dedicate time getting to know children and their families, fostering excellent relationships and helping to ensure that children settle quickly and feel secure. Parents are very well informed regarding their children's care and are routinely involved in their child's continuous learning and development. Regular parents' evenings and open days are held together with an annual sports day. The

daily exchange of information both verbally and through a written daily diary ensures that children's changing needs are consistently met. Parents are also kept up to date with information regarding the group through the use of a parents' notice board and regular newsletters.

## **The quality and standards of the early years provision and outcomes for children**

Children thrive in this vibrant, welcoming and child-centred environment. Space is imaginatively organised allowing children to make choices about their own learning and play. There is a good balance of adult-led and child-initiated activities that result in children being active learners, creative and able to think critically. Children respond to challenges with enthusiasm and show good levels of independence, curiosity and imagination. Staff interaction is inspiring, staff know the children very well, are aware of their individual learning needs, ask open-ended questions and build on what children already know. Children work well independently and with their peers and are keen to share their ideas with the staff. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents and other professionals. Staff have a very good understanding of children's individual learning needs as they observe and record information on a daily basis. Information is evaluated and used to inform future planning. On admission to the setting detailed information about each child is gathered and recorded through discussion with parents and carers, this clearly demonstrates children's individual needs. All children have a 'learning folder' which contains both photographic and written information of children's learning, achievements and records of children's own work. These folders are shared regularly with parents and are available for parents to see at any time.

Children make excellent progress towards the early learning goals because staff have a detailed knowledge and understanding of the Early Years Foundation Stage Framework. There is a true sense of belonging at the pre-school as children immerse themselves in their surroundings and relish an excellent range of first hand learning experiences. For example, there was great delight as the children engaged in an imaginary trip to Turkey on the 'magic carpet'. They flew through the air, negotiated the clouds and birds and had a bumpy landing in the desert! They danced to the music and learnt how to say hello in Turkish. Children are developing a love for books as they sit attentively at story time and freely access a wide range of books in the book corner. Children are encouraged to select books each week from the pre-school library which they then take home to share with their families. They learn to recognise their own name as they self-register each morning and are encouraged to write their name on their work. Children enjoy music as they join in with a range of songs and beat to the rhythm of the music using a range of musical instruments. Children's creativity is fully supported through a range of role play equipment, construction toys and access to a wide range of media, such as chalks, paint, sand and water. In the creative area children squeeze and press play dough into recognisable shapes using a variety of tools and equipment. There was great excitement as the children shaped their dough into their favourite foods, for example, they made 'egg and chips' 'Jaffa cakes' and even 'Sponge Bob patties'! Children also benefit hugely from planned

outings to places such as, Twycross Zoo and Conkers Discovery Centre.

Children's behaviour is excellent. Children learn to negotiate, share toys, take turns with equipment and show consideration for each other as they play together. During outdoor play children excitedly took turns to blow bubbles and watched in amazement as the bubbles floated up into the sky!. Children respond positively to staff expectations and are fully encouraged to make choices about their own learning and play. Children's achievements at home and in the setting are also recognised through the use of a 'wow board' where parents and staff are encouraged to share information about 'wow' moments at home and in the pre-school group. Children are beginning to develop an understanding of diversity as staff encourage positive, open discussion about people's similarities and differences and as they celebrate cultural festivals throughout the year. Children learn how to stay safe; they regularly engage in emergency evacuation procedures, instinctively know that they must wear a helmet before getting on their bikes and engage in role play scenarios which reinforce their understanding on issues such as road safety. Children develop good hygiene practices through established daily routines, for example, children understand that tissues are placed in the bin after use and routinely wash their hands before snacks and after using the toilet. Children access individual paper towels to dry their hands which they then place straight into the bin. Consequently, the risk of cross-infection is minimised. Children develop a good understanding of healthy eating, they have fresh fruit at snack time and access to drinking water throughout the session. In addition, children know that exercise is good for them. For example, children relish the outdoor play opportunities where they confidently negotiate balancing equipment, pedal bikes and throw and kick balls. Children also enjoy music and movement sessions, singing and dancing. Children develop a good sense of responsibility as they help put toys away after they have finished playing with them and put on their coats to go outdoors. Children demonstrate that they are acquiring skills that will help them in the future and prepare them for their transition from the pre-school into school.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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