

The Goslings

Inspection report for early years provision

Unique reference number EY235841
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Inspector Jennie Lenton

Setting address Winterley Methodist Church, Crewe Road, Winterley,
Sandbach, Cheshire, CW11 4RP
Telephone number 07749935583
Email turnerbuckley@aol.com
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

The Goslings pre-school is organised and managed by a committee of parents and carers. The pre-school was registered in the current premises in 2002 and operates from the main hall within Winterley Methodist Church, in Cheshire. The setting is registered on the Early Years Register. A maximum of 20 children may attend the pre-school at any one time. The group is open Monday to Friday 9.15am to 3.15pm term time only. The children have access to one main play room, toilets and hand washing facilities and use of the hall's main kitchen for the preparation of snacks and drinks. There is access to a rear hard surface play area for outdoor play. There are currently 39 children in the early years age range on roll. Of these, 21 receive funding for early education. The pre-school employs four members of staff, all of whom hold appropriate early years qualifications. The pre-school is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are relaxed and happy, confident and well-cared for. Individual needs are fully met as staff work positively with parents' and other professionals, to get to know each child's requirements and how best to meet them. Good progress is made towards the early learning goals as staff provide a wide range of engaging activities based on children's interests. Most policies and procedures are in place to safeguard children. The setting is focussed on continual improvement and all future targets are aimed at improving outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that at least one person who has a current first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare)(also applies to both the voluntary and compulsory parts of the Childcare Register) 11/11/2010
- obtain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting welfare) (also applies to both the voluntary and compulsory parts of the Childcare Register). 11/11/2010

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

- carry out regular staff appraisals to identify the training needs of staff
- develop the planning to clearly show how children's next steps are fed into

future activities.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their roles and responsibilities in relation to safeguarding. A clear written policy is in place to underpin sound practice and this includes robust recruitment procedures to safeguard children from unsuitable individuals. Possible signs and symptoms of abuse are identified and staff are knowledgeable about how to pass on any concerns. Key staff have undertaken specific training in this area and this is shared with the rest of the staff group to ensure best practice is followed. Full risk assessments are in place to protect children as they play. Staff are vigilant throughout the day, ensuring children are well supervised and protected from accidental harm. Children also learn how to keep themselves safe. For instance, they know it is important to wear helmets when going on the tricycles and scooters. They ask staff to help them put them on properly and follow instruction to ensure they do not hurt each other as they pedal around. Parents are warmly welcomed into the setting and staff work in partnership with them to ensure every child's needs are understood and met. Relevant information regarding any allergies or cultural requirements is collated and appropriately responded to. Any special need is fully discussed and outside support obtained as required, thus ensuring children receive individualised care to help them reach their potential. Time is taken to chat with parents on a daily basis so that any concerns or issues are promptly dealt with. Staff get to know each child's family through this approach, however, details as to who has parental responsibility for the child and whether there are any legal contact issues are not recorded. Parents speak highly of the setting and the professionalism of staff. In particular they comment on how happy their children are to attend and the progress they have seen in their children's skills and abilities. Staff attend regular training to enhance their skills and their enthusiasm for improving outcomes for children is impressive. They display a high level of commitment to their roles and are keen to take on advice and guidance as necessary. However, the current appraisal system is not effective in promptly identifying training needs. At the time of inspection, paediatric first aid qualifications had just expired and the next training course was not due to take place until three weeks later. This leaves children receiving care from unqualified individuals during this period. Nevertheless, there is a positive approach to developing the setting further. All recommendations from the last inspection have been addressed and the new committee and manager are reviewing all existing procedures to identify other ways to move the setting forward. Most strengths and weaknesses of the provision have been identified and plans for future improvement are targeted towards enhancing children's experiences. For instance, a plan is in place to develop the outside area and the setting is also looking at ways it can promote the needs of children for whom English is an additional language.

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

Children make good progress as they are provided with a wide range of interactive and fun activities that meet their learning and development needs. They have plenty of opportunities to engage in free play, selecting books, construction toys and small world sets. They are fully immersed in imaginative play, acting out a vet's surgery, taking the temperature of their pets and writing out appointments. Early literacy skills are developed as they mark-make with meaning and reading skills are also promoted as they find their own names at registration and meal times. Children's personal, emotional and social skills are particularly advanced. The cheerful atmosphere and friendly, calm staff help children to feel at ease and develop positive self-esteem. They receive plenty of attention as staff play alongside them and willingly respond to their requests for certain games or affection. Children sit together companionably at mealtimes and share toys with maturity, knowing that it is fair to let everyone have a go. Physical development is also flourishing as children enjoy regular, prolonged access to the outside area. They develop skills such as balancing, climbing and hand-to-eye co-ordination. They enthusiastically pedal tricycles, play skittles and shoot baskets with the small basketball set. The well-resourced outside area also provides them with opportunities to develop problem solving skills. Balancing beams are constructed by the children who work out which way round to place them to interlock. Understanding of the natural world is encouraged as children find spiders and bugs and take part in activities such as growing potatoes. Staff observe children as they play. They track their achievements and ensure that any gaps in development are followed up. Parents are informed as to their child's progress and encouraged to add to staff understanding of what their child can do. Consequently staff are clear about each child's ability and successfully provide focussed activities to develop their skills further. For instance, making a number line so that children are able to recognise numerals as well as using number to count. Activities cover all six areas of learning and routine events such as snack time are used to good effect to further develop children's understanding. For example, at snack time, children are asked how many are sitting at their table, and how many bowls will be needed. As they line up to go out, they count the number of boys and girls in the line and determine whether there are more or less of either gender. This promotes basic calculation in a meaningful way. While staff are clearly skilled at moving children on, the planning does not effectively incorporate children's next steps. Consequently, opportunities to challenge individual children through focused activities are potentially missed. Children behave extremely well. They show respect for each other and for the setting. They are involved in activities that benefit the wider world, partaking in fundraising activities for different charities. They visit local attractions and benefit from visitors from the community, such as a talk from a local police support officer.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure at least one person who has a current paediatric first aid qualification is on the premises at all times when children are present (Qualifications and training) 11/11/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure at least one person who has a current paediatric first aid qualification is on the premises at all times when children are present (Qualifications and training) 11/11/2010