

Gosforth Pre-School

Inspection report for early years provision

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Inspector

Diana Pidgeon

Setting address

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

Telephone number

01246 298184

Email

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*.

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Description of 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 and Friday until 3.15pm. 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 by Ofsted on the Early Years Register to provide care for a maximum of 30 children over two years of age. There are 46 children from two to under five years on roll. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. Staff support a number of children with special educational needs and/or disabilities and also a number of children who speak English as an additional language. The pre-school is managed by a voluntary committee of parents and the sessions are led by a regular team of seven staff. Of these, six staff hold relevant early years qualifications and one is working toward a Foundation Degree in Early Years. Four 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The success of the pre-school is firmly rooted in the total dedication and commitment of the staff team to providing the best for every individual child in their care. Children's rapid rate of progress is directly attributable to the excellent range of activities provided indoors, the exceptional use of the outdoor environment and the skill of the staff in supporting all areas of learning. Highly effective partnerships with parents, carers and other professionals ensure children's welfare is fully safeguarded and promoted. The staff make commendable use of monitoring and self-evaluation and this effectively demonstrates a strong capacity for ongoing improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consolidating the use of reflective practice and quality audit tools in order to build upon existing excellent practice.

The effectiveness of leadership and management of the early years provision

Children's safety is given the highest priority and staff take exceptional steps to ensure children learn how to manage risks for themselves. Comprehensive and well-implemented risk assessments ensure the premises are safe and secure and these extend to cover activities and outings such as forest school sessions. Staff demonstrate a thorough understanding of the safeguarding procedures, which means they are aware of the necessary action to take to protect children from harm or abuse. Robust recruitment and effective vetting systems ensure all adults working with the children are suitable to do so. An extensive range of policies and procedures successfully underpin daily practices, and accurately maintained records ensure children's welfare is meticulously protected.

The manager leads with clarity of vision and is supported wholeheartedly by the staff who show a real commitment to every child in the pre-school. Adults provide excellent opportunities for children to explore and discover things for themselves and this sparks children's interest in learning. Tasks carefully match the differing ability needs of the children and this ensures they are all included and make rapid progress. Effective methods for supporting children at an early stage of speaking, as well as those who have special talents, ensure no children are disadvantaged. Children's learning opportunities are significantly enhanced because extensive high quality resources are available throughout the pre-school and enable children to readily select what they wish to use. All children delight in using the outdoor play areas and show a special interest in the sensory areas that they have helped to develop. Forest school sessions provide a wealth of valuable opportunities to use natural materials and learn how to care for the planet, which children then demonstrate within their everyday play.

Excellent partnership working ensures children enjoy the pre-school from the moment they arrive. Comprehensive and individualised settling-in processes support children and families as they join the group, helping them to feel welcome. Valuable information is provided for parents at the time of enrolment and in an ongoing way so that they are fully informed about the running of the pre-school, their children's activities and progress. Parents' contributions are fully valued and they play a dynamic role in the pre-school as part of the governing committee, volunteer helpers and valued partners in the education of the children. Parents enjoy numerous opportunities to discuss their children's progress with key staff and to share their records of achievement containing photographs, observations and examples of work. Parents enjoy the ways the pre-school encourages them to share in promoting children's learning, for example, by taking home language and mathematics bags, reading books and games. Strong links with local schools promote continuity in children's experiences and aids smooth transitions. The pre-school value the local community and involve themselves in visiting and having visitors that enrich the experiences for children.

The pre-school is highly committed to ongoing improvement and uses self-evaluation effectively to drive themselves forward. Staff undertake ongoing professional development and renew their core training every three years so that

their knowledge is always increasing. Staff use a variety of ways to evaluate what they provide and take steps to make significant improvements. For example, by using an environmental audit the pre-school has significantly improved the organisation of the play room and children's independent access to resources. Recommendations raised at previous inspections have been thoroughly addressed and staff regularly act upon guidance from local authority staff and other professionals, which demonstrates how the pre-school moves forward.

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

Children's happy, smiling faces as they arrive at the pre-school show that they feel extremely safe and secure in the welcoming setting. They eagerly greet their friends and staff and become absorbed in play activities of their choice. They make excellent use of the workshop provision as they select items from different areas to enhance their games. For example, children in the role play area make a batter using sand and then create their final pancakes from play dough. They show an understanding of traditions such as tossing pancakes, and show an ability to refine their ideas as they experiment with the best way to toss and catch their creations successfully. Children's communication is effectively supported through small group activities well matched to their abilities. Young children sit and listen well at small group time and enjoy being greeted by a familiar rabbit puppet. The excellent use of props encourages children to speak and this contributes to the rapid acquisition of language. Where children need additional support this is very well planned and coordinated with any other professionals involved. Children's outstanding achievement is due to excellent teaching and a rich curriculum. All children, including those with special educational needs and/or disabilities, make rapid progress. Personalised planning is at the heart of ensuring every child has experiences that reflect their interests and provide challenging yet achievable goals. Staff show genuine interest, offer encouragement and ask questions that support and extend children's thinking and helps them build connections in their learning.

Exceptionally good use is made of the outdoor environment and this is a key strength of the pre-school. Children have a wealth of exciting outdoor areas to use around the pre-school and use these all year round because appropriate weatherproof clothing is always provided. They garden throughout the year and demonstrate within their play that they understand how to plant seeds and that these need water to grow. Children show they are at ease with the natural world as they watch two worms crawling across the ground and one child carefully picks one up to carry onto the soil, remarking that worms are good for the garden and that they must be handled gently. Having handled the creature the child then goes to wash their hands, recognising this is necessary to protect their good health. Children play in and out of the willow dens and have great fun chattering together in the tepee. Older children climb with confidence while younger ones copy them as they learn to slide down the fireman's pole. Children are exceptionally confident and self-reliant. They use the books outdoors to identify the insects they find. They recognise their own name cards and use these several times in each session. Children benefit from the freely available snack bar where they help to prepare

their own snack and wash their own dishes afterwards. Children use all areas of the provision and some are particularly creative in their artwork. They display their pictures on the gallery noticeboard and often write purposefully, such as when they make tickets and use these in their imaginative play.

Adults use a wealth of positive resources within activities to promote respect for diversity and this helps children to develop empathy and understanding of others. Children's knowledge is further enhanced through many outings into the local community. For example, a small group of children visit the baby clinic to see what happens and this is seen to inspire their imaginative play when they return. The pre-school join in with local events such as well-dressing and work with a large number of professionals who visit the setting to share their expertise. Forest school sessions take place weekly and are highly valued by staff, children and parents because they are seen to enhance children's personal, social and emotional skills very significantly. For example, children learn to cooperate and work together to overcome problems when they are making dens out in the woods. Children behave extremely well and benefit from the staff's clear and sensitive guidance. They understand that they should not crush the crocuses that grow on the grass outdoors and older children guide their younger friends around the patch. Children show high levels of care and concerns for others and use exceptionally good manners in all their dealings with others. Overall, children's high levels of independence, curiosity, imagination and concentration ensure they have the skills needed for their future success.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

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

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