

# Gooseberry Green Pre School Nursery Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY427581
<b>Inspection date</b>	12/10/2011
<b>Inspector</b>	Lynn Hughes

<b>Setting address</b>	Rosebay Avenue, Billericay, Essex, CM12 0GH
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<b>Telephone number</b>	07800919638
<b>Email</b>	elizabeth.jelfs@sky.com
<b>Type of setting</b>	Childcare - Non-Domestic

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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**

Gooseberry Green Pre-school Nursery was registered in 2011 and is privately owned and run. It operates from a purpose-built building within the grounds of a local primary school and children's centre, in Billericay, Essex. A fully enclosed garden provides appropriate areas for outdoor activities. The nursery is open from 8am to 5pm five days per week, throughout the year.

A maximum of 40 children under eight years may attend the nursery at any one time, of whom all may be in the early years age range. There are currently 84 children on roll. The nursery is registered by Ofsted on the Early Years Register and both parts of the Childcare Register.

The nursery employs 15 members of staff. All staff, including the manager, hold appropriate qualifications to at least level two; two members of staff hold early years degrees.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children's learning, development and welfare needs are met to a very high standard within this nursery. Staff know the children extremely well and respond to their needs very effectively. Consequently children make significant gains in their learning overall. They play and learn in a very bright and exciting environment which is effectively checked for safety on a daily basis. Clear management structures support a stable staff team, enabling all staff to feel valued and providing them with excellent opportunities to further their professional development. Extremely effective monitoring of the provision ensures that all aspects are carefully evaluated, providing the owners and staff with a clear development plan.

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

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

- developing further opportunities for children to develop their independence at snack and meal times.

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

Children are safeguarded extremely well within the nursery as staff regularly update their safeguarding knowledge through appropriate training courses. Very clear written procedures are in place to support staff and are shared efficiently with parents. All adults working with children are vetted through the setting's robust recruitment procedures and proof of their clearance is held on file. The environment is kept safe and secure as staff carry out rigorous daily safety checks.

This nursery is an established provision which has recently moved into new and exciting premises. The management and staff team has remained stable, with the addition of some new members of staff. Staff are very well supported in their role through effective written procedures and weekly non-contact time. The non contact time provides them with excellent opportunities to review their key children's learning and plan effectively for their next steps. Staff demonstrate a firm commitment to keeping abreast of changes in the childcare world through well-targeted training and in-house workshops. The owners of the provision have very clear plans for the future which include further developing the garden area to provide more hands-on learning experiences for children. All staff, managers and parents play an active role in the self-assessment of the provision. Parents complete regular questionnaires which provide the setting with clear feedback on the service and identify any areas in which they can improve. There are rigorous systems in place for monitoring the effectiveness of the provision. Staff individually evaluate the session each day and bring their comments together during weekly meetings.

The new building provides excellent opportunities for resources to be presented at children's height, encouraging independence and easy self-selection. Children are generally cared for in one of two base rooms within the large building. The groups are separated through age; however, children have excellent opportunities to mix with the younger or older children in the other section of the building. Staff support the children superbly, sitting with them and facilitating their play and learning ideas. The setting promotes equality and diversity to a high standard, through its clear and very effective policies and practices. Children who speak English as an additional language are very well supported by staff learning key words and using them for labelling items around the room, for example, toilet, chairs and doors. Staff know the children's individual family set-up very well and chat confidently to them about siblings, pets and other important family members. Posters and books reflect our multi-cultural society and promote children's understanding of other people's differing needs extremely well.

The nursery has a highly positive relationship with all groups of parents. Parents and grandparents spoken to at the time of the inspection enthusiastically expressed their confidence in the setting. They feel that their children are making very good progress and enjoying their pre-school experiences. They comment that staff are very approachable and that they feel actively involved in their children's learning through clear methods of communication. Partnerships are in place to promote children's welfare and development. Strong links with local primary

schools aid transition between the nursery and the school day. Childminders and other early years settings are liaised with on a regular basis.

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

All elements of the Early Years Foundation Stage are delivered to a very high standard within this nursery. Children's welfare needs are superbly identified and met through the nursery's clear policies and procedures. They learn and develop in a fun and child-centred environment. An exciting selection of toys and resources are offered to children throughout the day. Children make excellent choices about their play and learning as they freely self-select play materials and activities. They move confidently between the play areas and the garden and enjoy the range of resources available to them throughout. A story based around a fish making a wish provides exciting opportunities for children to develop a range of skills. For example, they thread paper strips through slits in large fish shapes and glue fins to them, to help them swim. They talk about the two goldfish who have come to visit the nursery, discussing their colours, shapes and the kind of food they like to eat. Catalogues full of pictures of favourite toys are used to prompt children's discussions around what they would wish for if they were able to. Children cut out their favourite pictures and glue them onto a collage. Staff skilfully observe the children during their play and record their observations. These are used very effectively to assess children's development and to enable staff to plan for the children's individual next steps.

Children enthusiastically learn about keeping safe and healthy as staff talk to them about sensible walking, being mindful of each other's personal space and using resources safely. For example, children using scissors to cut pictures from the catalogue are reminded that they must hold them down and must not walk around the setting with them. A series of visual images around the setting remind children of the importance of keeping healthy and following healthy habits, such as hand washing at appropriate times. They thoroughly enjoy fresh air and exercise as they participate in exciting outdoor play experiences every day. Children are provided with an enticing range of snacks and meals throughout the day which are nutritious and well-balanced. At present, some snack and meal times are used to enhance children's independence and to provide them with challenging experiences; however, this is not consistent at all times.

Children are very settled and comfortable within their surroundings. They develop excellent relationships with staff and with each other. Small groups of friends are observed holding hands and following each other from one activity to another. Children develop excellent knowledge of the expectations of staff as they are gently reminded about good manners and being considerate towards each other. The exciting selection of planned and freely chosen activities available to children provides them with superb opportunities to develop skills for the future. For example, they practise writing their names on creative work, they recognise their names at self-registration and snack time, and they make marks with a wide range of materials. They use numbers and counting in every day activities and learn to

solve problems with the support of the adults working with them.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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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