

Gayton Goslings Daycare Centre

Inspection report for early years provision

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Inspector

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Type of setting

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*.

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

Gayton Goslings Daycare Centre has been registered since 2005. It operates from a purpose-built mobile in the grounds of Gayton Primary School, in the village of Gayton near King's Lynn, and serves the local catchment area and surrounding villages. There is a secure, enclosed outdoor play area and the centre also shares use of the school field.

A maximum of 24 children may attend the centre at any one time. It is open each weekday from 8am to 6pm and offers a breakfast club, morning pre-school, lunch club, afternoon pre-school, after school club and holiday club. There are currently 76 children on roll of whom 51 are in the early years age group. The centre is registered by Ofsted on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. They offer support to children with special educational needs and/or disabilities, and are able to support children who speak English as an additional language.

The centre employs ten members of staff who work directly with the children. Of these, the manager holds a foundation degree in early years, the deputy holds a Diploma in Pre-school Practice, four staff hold National Vocational Qualifications (NVQ's) at level 3 and one holds an NVQ at level 2. A further member of staff has just begun studying for an NVQ level 3. The centre also employs an administrator and a cleaner. The centre receives support from the local authority and have completed the Norfolk Quality Assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in their time at this welcoming, dynamic centre and make excellent progress in their learning and development through exceptionally well-considered planning and assessment. Highly skilled practitioners facilitate a wonderful range of activities and learning experiences targeted at meeting children's individual interests and needs within an inclusive and stimulating environment. Excellent partnerships with parents and carers and highly effective partnerships with other agencies and local schools support children to progress to the best of their ability. Self-evaluation is thorough and the manager, her team and the committee work effectively together to ensure that progress is continuous. The manager's extensive knowledge and dedication enables her to prioritise and implement improvements, and as a result the centre offers a service which is tailored to suit the individual needs of children and their families.

What steps need to be taken to improve provision further?

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

- giving further consideration to the mealtime routine to enable children to recognise these as social occasions.

The effectiveness of leadership and management of the early years provision

The manager and her team demonstrate an exceptional understanding of the necessary procedures to safeguard children. They adopt a caring and solicitous approach and a designated person is always present to ensure children are protected. A stringent recruitment process ensures that practitioners working with children are suitable to do so. A thorough induction and continuous professional development for the practitioners is given high priority. Practitioners have an excellent knowledge and understanding of their roles, both individually and as a team. The new committee are prepared to invest seriously in their role and work closely to support the centre. An impressive range of policies underpin the operation of the centre. These, together with meticulous record keeping and documentation, ensure that consideration of children's safety and well-being is uppermost. Risk assessments are comprehensive and cover one-off events as well as routine safety checks.

Inclusive practice is given high priority. Practitioners know individual children and their families very well and parents express high levels of satisfaction with the care children receive. Particular attention is paid to the settling-in process for new children. Sensitive, nurturing support is offered to ensure children enjoy their time at the centre. Clear strategies exist for the effective support of children with special educational needs and/or disabilities. Established relationships with external agencies further enable the centre to meet any additional needs children may have superbly. The manager and her team operate as a cohesive unit. Their enthusiasm and passion for their work is evident and beneficial to the children. The centre provides a warm, welcoming atmosphere and a highly stimulating learning environment. The room is thoughtfully laid out and offers different spaces which allow children to concentrate quietly or enjoy more active play. Brightly decorated walls with lots of children's work and photographs displayed give them a strong sense of belonging. An impressive range of well-deployed resources are available both inside and out which enable children to self-select. Furthermore, practitioner skill and creativity enhances the quality of children's play and learning. The addition of the outdoor classroom promotes children's enjoyment of learning in the open air.

Effective systems of self-evaluation are in place. Clear action plans inform the setting's priorities for improvement based on feedback from parents, children and the local authority advisor. There has been a notable improvement in the running of the centre since the last inspection. For example, the manager and her team have worked exceptionally hard to implement high quality planning and assessment systems which greatly enhance children's learning and development. Beneficial relationships with other early years providers and local schools support children during transitional phases. Partnerships with parents and carers are firmly established. Pre-start home visits establish who the child's key worker will be and enable contact to begin even before children start attending. The centre takes

extensive steps to involve parents in their children's learning through initiatives such as the 'blue book' system, key worker hours and parents evenings. This helps parents and staff gain an in-depth understanding of children's development. The daily exchange of information is relaxed and informal and time is given to listen to what parents may have to say. Parents were highly complimentary about the centre. One comment which encapsulates the general feeling was 'I always recommend the pre-school to everyone, it is excellent, I am always kept fully appraised and have no concerns'.

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

All practitioners demonstrate an exceptional understanding of the Early Years Foundation Stage. Very high quality observations and assessment, which inform planning, help children make excellent progress. The outstanding educational programme means all children enjoy a rich variety of play experiences. These are drawn directly from their interests and successfully engage them as inquisitive, active learners. For example, they fetch the 'storytelling coat' when a story is read and help use the George, Gregory and Mummy Bear props as they join in with familiar refrains and actions. They relish being outside and practice their skill with umbrellas as they sing and dance in the rain. Children feel they belong through displays showing what they did at Easter and their own work. The warm, welcoming atmosphere and inspirational, sensitive teaching motivates children to achieve their full potential.

Children's confident demeanour shows they feel safe and secure and they enjoy close relationships with practitioners. Children are respected as practitioners offer them much praise and seek to boost their self-esteem which is reflected in their behaviour towards one another. Children's communication skills are excellent. Staff engage sensitively with them supporting their exploration of language and vocabulary. Older and younger children recognise familiar words such as their names and colours. For example, they comment that 'red and white make pink' as they paint and find their named placemats before sitting down to eat. Numeracy is an integral part of everyday activities such as counting the number of children present. Children compare their different ages and display their findings on the birthday cake wall displays. Younger children solve simple problems as they fit together the wooden train track while older children explore differences between cars, motor bikes and racing cars. Children develop a knowledge and understanding of the world as they enjoy walks locally and invite visitors to the setting. They gain an appreciation of different cultures and beliefs through the celebration of many festivals and when parents visit to explain customs and traditions. They learn about different foods as they prepare and taste avocado, sugar snap peas, different cheeses, melon and hummus. They take turns to blow bubbles and gaze in wonder as they watch them rise into the air. Children confidently explore and investigate weight and measure as they play in the sand pouring it into different containers. A queuing system helps children learn to share and take turns at the touch screen and desktop computers. They competently complete simple programmes, skilfully manoeuvring the mouse. These activities lay secure foundations to support children's future economic well-being.

Children's physical development is superbly promoted through active play and as practitioners advocate the benefits of a healthy lifestyle. Younger children's care routines are given high priority as they rest undisturbed in the cosy sleep area. Children's creativity is promoted extremely well through a wealth of art and craft provision. They are given autonomy to create their own masterpieces with skilful support. Children's welfare is carefully considered. Robust hygiene reduces the risk of cross-contamination. For example, children take off outdoor footwear and put on slippers before entering the main room. They understand how personal hygiene routines protect their good health. For example, children tell staff they have washed germs off their hands that they know they cannot see. Meals and snacks are healthy, balanced and nutritious. However, current arrangements for mealtimes do not always promote children's understanding that this is a social occasion. Children contribute to the provision of snacks as they make homemade bread and prepare and eat vegetables they have grown. They learn about safety through the Gosling rules, gentle reminders from practitioners and as they take part in regular fire evacuation drills.

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	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	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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Annex B: the Childcare Register

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