

# Goxhill Pre-School

Integrated Services Building, c/o Goxhill Primary School, GOXHILL, North Lincolnshire, DN19 7JR

## Inspection date

Previous inspection date

11/12/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children of all ages are secure, happy and curious to explore. They demonstrate good behaviour and are beginning to develop skills that will help them when they start school.
- Children make good progress because practitioners have a comprehensive understanding of how children learn and provide a broad range of opportunities to extend their learning and development.
- Children's needs and interests are catered for through well-organised resources and effective planning and assessment, which means that children are sensitively supported and settle well within the pre-school.

### It is not yet outstanding because

- Opportunities to record parents' formal written comments are sometimes missed, which means that practitioners are not always fully informed when they assess and plan for the next stages of children's learning.
- Small opportunities to use mathematical terms in everyday activities, are sometimes lost, which means that some children are not fully encouraged to develop their knowledge and understanding of counting and number sequencing.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities within the main playroom, the outside play area and during circle time.
- The inspector spoke to practitioners, and conducted interviews with the supervisor and deputy manager.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector conducted a joint interview with the supervisor.
- The inspector looked at children's assessment records, including observation and planning documentation, and a sample of policies and procedures.

## Inspector

Karen Tyas

## Full Report

### Information about the setting

Goxhill Pre-School was registered in 2010, and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within shared premises in the Goxhill area of North East Lincolnshire, and is managed by a

voluntary management committee. The nursery serves the local area and wider communities and is accessible to all children. It operates from 9.00am to 3.30pm Monday to Friday, term time only, and both full and part day care is offered. There is a secure outdoor area at the rear of the property for outdoor play which is shared with the primary school foundation unit. Children are given free access to all areas, including the main room, quiet room, hall area, reception area and associated facilities.

The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications, including the supervisor who has gained a foundation degree. There are currently 36 children attending who are within the early years age group and who attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop further the relationships with parents and carers, so that they may contribute written comments about children's likes, dislikes and what they can and cannot do, which can be used to further inform assessment and planning for future learning opportunities
- use number language, for example, 'one, two, three' in a variety of situations to further promote children's understanding of number sequences.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children make good progress because all practitioners have high expectations of them based on accurate assessments of children's prior skills, knowledge and understanding on entry to the setting. Stay and play sessions enable children to become familiar with the building, staff and routines, which helps prepare children for the transition into the setting. This means that children settle well and are happy during sessions.

Parents are encouraged to contribute to their child's learning and development by informing practitioners, through informal daily discussions, what their child's interests are and what they can and cannot do. However, opportunities are sometimes missed to record parents' formal written comments within children's individual 'Look at Me' files, which means that practitioners are not always fully informed when they assess and plan for the

next stages of children's learning. All areas of the educational programmes have depth and breadth across the seven areas of learning because practitioners have a secure knowledge and understanding of how children learn and develop. Funding for free early education, for all age groups, ensures that all children receive early support that promotes learning and development and helps them acquire the skills they need for future stages of learning and life transitions.

Children of all ages communicate with adults and each other with confidence and enthusiasm because practitioners form good relationships with them, emphasise speech and language, are good role models and give children opportunities to express themselves. The pre-school implements the 'Every Child a Talker' programme which ensures that all age ranges of children are well supported and they make good progress as they develop verbal communication. Parents comment that children have made good progress in speech and language development and that they have good manners. Children behave well because practitioners consistently remind them to respect the pre-school's boundary rules, and to be kind to one another. Practitioners promote personal and social skills, including putting coats and shoes on, hand washing and routines, such as snack time and circle time. This ensures that children of all ages are beginning to acquire the skills, attitudes and dispositions they need in order to be ready to attend school.

Children make good progress towards the early learning goals, in relation to their starting points. For example, children aged four play together with a jigsaw; they share jigsaw pieces and say, 'Try it here'. This demonstrates that children are creating and thinking critically as they engage in active learning. Children are willing to have a go, choose different ways to achieve the end goal and, therefore, demonstrate the characteristics of effective learning. All children move with confidence around the setting. This means that they are familiar and at ease with their surroundings. This is partly due to the effectiveness of the key person system which ensures that children have secure relationships from which to learn and explore. Children play and experiment with familiar toys and activities, both indoors and outdoors, such as using craft materials and the wooden climbing frame. This means that children reinforce their knowledge as they revisit activities that interest them.

A broad range of activities and resources provides a good level of challenge, appropriate to children's age and stage of development, and imaginative opportunities for children to learn and develop well. For example, children of all ages explore the natural world when playing outside for extended periods of time, where they chalk on designated walls and splash in puddles. This means children develop their social skills, spatial awareness, express themselves and consolidate learning, such as weather discussions, which take part during circle time. Children's physical development is enhanced because they have good opportunities to explore natural resources, such as large wooden blocks, and construction projects, such as 'Santa's Grotto'. Children are active learners and think critically as they build structures from crates and plastic pipes. Children bake bread, plant seeds and play with toys, such as dolls, trucks and animals. However, small opportunities are sometimes lost to use mathematical language in everyday activities, which means that some children are not fully encouraged to extend their awareness and learning of counting and number sequencing. Children engage in discussions during circle time about differences and

similarities between them, their family lives and celebrations. This means they are beginning to develop an understanding about diversity and cultural identity.

### **The contribution of the early years provision to the well-being of children**

The pre-school has an effective and well-established key person system, which helps children form secure attachments. This means that children of all ages feel safe, settle well during transitions and, therefore, begin to develop independence. Consistent medium and long term planning ensures that practitioners are deployed well and remain consistently accessible to children. There is a happy atmosphere and children are very busy and engaged in activities throughout the session. Practitioners are fully committed to ensuring that all children are happy and enjoy what they do, and care practices reflect this. For instance, a two-year-old is comforted when a practitioner puts her arm around the child. Practitioners ask parents for information around routines, likes and dislikes before children start the pre-school. This means that practitioners are, mostly, well informed and can meet the needs of each individual child. Children are well prepared for the next stages of learning because practitioners support them well and prepare them for transitions, such as starting school.

Children are beginning to learn how to put hats and coats on, they adopt healthy lifestyle routines, such as regular hand washing after messy play. Very young children are introduced to these routines as they are encouraged to wash hands following a nappy change. Practitioners help children to develop social skills and independence during cafe style snack times, where children serve each other, pour their own drinks and prepare foods, such as spreading jam on toast. Children choose from a selection of healthy foods at snack times, such as samosas, fruit, crackers, yoghurt and drink fruit juice or water. Children develop autonomy and make healthy food choices when they plan their own snack, for instance, a three-year-old requests kiwi fruit. Children also bake bread and pizzas, make flapjack, pop-corn and fruit smoothies.

Children of all ages behave well because practitioners encourage good behaviour through the use of positive praise and stickers. Practitioners give clear messages to children to ensure they have a good understanding of why it is important to keep themselves safe, be healthy and respect and tolerate each other's differences. This means that children are competent at managing their personal needs relative to their ages.

The pre-school has a broad range of resources including a sand box, water trough, bricks, craft equipment and toy animals. These support indoor learning opportunities which promote children's self-esteem and confidence. Outdoor activities, such as a wooden climbing frame, bicycles and hoops ensure that children's development and emotional well-being are supported through physical exploration. Practitioners provide a range of experiences that develop children's emerging skills and independence, such as role play, the quiet reading corner and playing with older children from the primary school during shared play times.

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

Children are kept safe within the pre-school because staff have a comprehensive understanding of safeguarding issues and these are embedded within practice. Clear policies and procedures ensure that practitioners meet the welfare requirements of the Early Years Foundation Stage. The building is secure and visitors are requested to sign in and out of the building. All staff hold food hygiene qualifications, two members of staff are health and safety trained and six members of staff have current paediatric first aid certificates.

Staff performance is monitored through supervisions and team meetings, where practitioners can share best practice and discuss proposed improvements to the service. Continuous professional development is promoted through ongoing training, such as food safety and paediatric first aid. This ensures that children are kept safe, their needs are catered for and practitioners are informed, motivated and committed to their job roles. All practitioners have an understanding of their responsibility in meeting the learning and development requirements. The educational programmes are effectively monitored and assessment of children's observations is consistent, which ensures they are offered a broad range of learning experiences. The supervisor and her team are skilled practitioners who have a secure knowledge of how children learn and their different learning styles. As a result, children progress well towards the early learning goals.

Children develop skills so they are ready to learn at school because routines, such as circle time, reflect the structure and routines that children experience within primary school. Children learn and discuss the weather, learn to recognise their own name and develop skills, such as waiting patiently, turn taking and making friends. Children are monitored and assessed against the 'Development Matters in the Early Years Foundation Stage' guidance, to ensure that they progress well and any children who need extra support are identified in order to close gaps in learning. Practitioners observe children and plan for their next stages of learning, ensuring that children's progress is comprehensively promoted across all areas of learning.

The pre-school takes account of parents' informal comments, local authority suggestions and input from the partnership teacher when identifying further training needs through action planning. This evidences the pre-school's commitment to sustain improvement. The pre-school has established partnerships with other professional agencies in order to secure appropriate and timely strategies and interventions. The pre-school works closely with parents, although, this is largely based on informal daily discussions, and practitioners demonstrate their understanding of each child's individual circumstances through conversations about family members, cultures and festivities. Parents' comments are extremely positive and complimentary about every aspect of care and of the learning opportunities offered to their children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

### Unique reference number

EY407555

<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	774956
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Goxhill Playgroup
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01469535061

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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