

Gooseacre Primary Academy

Gooseacre Primary School, Gooseacre Avenue, Thurnscoe, ROTHERHAM, South Yorkshire, S63 0NU

Inspection date

Previous inspection date

12/09/2013

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

- The systems for planning, assessing and observing children's progress ensure any gaps in learning are quickly identified. As a result, appropriate action is taken to ensure that children make the best progress they can and they are prepared for their next stage in learning, such as school.
- The drive for improvement is effectively supported by robust systems that monitor and review the educational programmes and quality of practice. This ensures that all seven areas of learning are effectively covered and the quality of teaching is rooted in secure knowledge and understanding of how children learn.
- The practitioners demonstrate a very good understanding of safeguarding procedures and are confident in their ability to implement them effectively. This ensures children are safeguarded.
- The environment is stimulating, warm and welcoming. As a consequence, children feel safe and settle quickly.

It is not yet outstanding because

- There is scope to improve opportunities for children to see their home language in the setting.
- The evaluation process does not fully take account of the views of parents or children to secure continuous improvement in practice.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the inside and outside play area.
- The inspector looked at the systems used for the planning and assessment of children's learning.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a joint observation with the manager and held discussions with children.

Inspector

June Rice

Full Report

Information about the setting

Gooseacre Primary Academy was registered in 2013 on the Early Years Register. It is situated in purpose-built premises in the Thurnscoe area of Rotherham and is managed by the Academy Governing Body. The setting serves the local area and is accessible to all children. It operates from classrooms in the Academy and there is an enclosed area available for outdoor play.

The setting employs three members of childcare staff, all of whom hold appropriate early years qualifications, including one at level 6 with Qualified Teacher Status and two at level 3.

The setting opens Monday to Friday term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently 55 children attending, who are in the early years age group. The setting provides funded early education for two-year-old children. It supports a number of children with special educational needs and/or disabilities and English as an additional language.

What the setting needs to do to improve further

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

- enhance the use of children's home language in the setting to further support the development of English by, for example, displaying more written captions or adding labels to food packets
- use the views of parents and children to help further identify and prioritise targets for improvement.

Inspection judgements

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

Children's learning is effectively supported in an environment that they find welcoming, interesting and challenging. They are provided equal opportunities to further their skills in all areas of learning and both boys and girls are observed to make equally good use of the inside and outside play areas. A session begins with children discussing the day of the week and the weather. Children are then encouraged and supported to take control of their own learning as they are asked to choose what they want to do. The environment is planned very effectively and enables children to freely access a wide range of activities

and resources, both inside and outside. The outside environment is rich with opportunities for children develop their physical skills as they learn to ride bikes and use their bodies to balance and climb as they negotiate equipment in the adventure playground. Children explore the natural world as they smell different plants and herbs growing in the garden, hunt for bugs and make mud pies in the mud kitchen. Children's skills in the use of technology are supported well. They independently access a computer where they learn to listen to and follow simple instructions. This also supports children's skills in language as they sing along to a familiar song. Children are supported well in developing their independence and self-help skills. For example, they help themselves to a snack, quickly become independent in using the toilet and are shown how to put on their own coats and shoes.

Practitioners know and understand the different characteristics of learning and confidently discuss the progress and abilities of children they are responsible for. Practitioners demonstrate they know when to intervene, in order to support and extend children's learning through questions that encourage children to think and solve problems. For example, during a mathematics activity, practitioners say 'I want just one person in my house, what can we do?' Children consider the problem and say 'take these out' then remove all but one. Children smile as they are told 'that's very good thinking, thank you'. Practitioners support children with English as an additional language well. They have learnt to use single words in children's home language, such as, 'no', 'yes', 'soon', 'car' and 'computer'. This helps to develop children's use of English and consequently they become more confident to express themselves in their home language. However, there are fewer opportunities for children to explore written captions or print in their home language alongside English to further deepen their understanding.

The systems used to observe and monitor children's progress enable practitioners to prioritise and plan effectively for children's individual learning needs. Practitioners make very good use of widely available material to help them to observe and analyse what children can do. The combination of adult-led and child-led activities is very well balanced. Consequently, children remain interested and willing to learn. This helps children make the best progress they can and helps them get ready for school. Partnerships with parents and other professionals are effectively promoted. This begins with the settling-in process, which helps children settle quickly and promotes a good working partnership between parents and their child's key person. Parents are encouraged to contribute to and continue being involved in their children's learning. For example, they provide information about what children can do on entry. Parents speak highly of the homework books that help them support their children's learning at home. This ensures that children continue to make good progress.

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

Children's good health and well-being is effectively promoted. Children make good use of the opportunity to play outside and use outdoor equipment. This promotes their physical well-being. Children are provided fresh fruit, milk and water at snack time. This promotes children's health. Children are learning about the importance of good hygiene practice. They are observed to wash and dry their hands thoroughly before snack time, after using

the toilet and before baking. An exclusion policy is implemented effectively and parents are confident they will be contacted if their children are poorly or unsettled. This helps to protect children's health and well-being.

Children are learning to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, children learn to use outdoor equipment safely, how to use tools correctly and practise an emergency evacuation. This helps them to learn to behave in ways that are safe for themselves and others. Children are very well behaved and confident because practitioners act as good role models to help them learn. They move freely within their learning environment and select resources that are clearly labelled, well presented and easily assessable. As a consequence, children take control of what they want to do and remain interested and motivated to learn.

The key person system supports parents and children during their children's transition from home to the nursery. Parents are encouraged to share relevant information that will help children settle, such as how they settle their children when they are upset, their routines at home and what they like to do. Short visits prior to children starting help children to begin to develop a bond with their key person. Children are happy to talk to the inspector and let her join them in their activities. This shows that they feel safe. There are well established links with the schools children will attend, which successfully supports children's transition into school. For example, teachers visit children during sessions and detailed information is shared about children's progress towards the early learning goals.

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

Leadership and management is good and they demonstrate a commitment to continuous improvement. The provider has a good understanding of the requirements of the Early Years Foundation Stage. Practitioners are fully involved in evaluating the quality of the provision and the impact on children's learning and well-being. Partnerships with children's parents are enhanced by their inclusion in children's learning, the termly newsletter and meetings to discuss children's progress. Parents' views are sought through daily discussion and an open door policy. However, there is scope to improve opportunities for parents and children to be involved in the self-evaluation, in order to help children reach the highest levels of achievement.

Since registration, leaders and practitioners have worked well as a team. This has resulted in an environment that fully supports children's independent learning and the successful implementation of a system that enables practitioners to correctly analyse children's skills in literacy, speaking and listening. Robust systems are in place to ensure the continued suitability of those who work with children and how practice is monitored and evaluated to ensure there are no gaps in the provision. Effective partnerships with other professionals and outside agencies have been developed and effectively support children and their families. As a result, children with special educational needs and/or disabilities make good progress in their learning.

All required documentation is in place and include procedures to be implemented in the

event of lost or uncollected children, the use of mobile telephone and safeguarding. All practitioners demonstrate a good understanding of child protection and they are confident in their ability to implement procedures effectively, in order to protect children. This ensures children are safeguarded. Robust risk assessments are well recorded and practitioners are committed to carrying out visual risk assessments of the inside and outside environment. This includes toys and equipment on a regular basis, in order to reduce risks to children, which effectively ensures children's safety.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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	EY461626
Local authority	Barnsley
Inspection number	910287
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	55
Name of provider	Navigate Academies Trust
Date of previous inspection	not applicable
Telephone number	01709 893569

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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, which are usually the childminder's 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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