

Gamesley Early Excellence Centre Child Care CIC

Gamesley Early Excellence Centre, Winster Mews, Glossop, Derbyshire, SK13 0LU

Inspection date

Previous inspection date

10/04/2014

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

1

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

- Staff build excellent partnerships with parents that allow detailed information about children to be shared. Staff use this knowledge very effectively to plan interesting and engaging learning opportunities for children.
- Children are safeguarded because managers and staff have a clear understanding of their responsibility to keep children safe and they implement a comprehensive range of policies and procedures successfully.
- Children receive very sensitive support from skilled staff as they move into and through the nursery, which enables them to form extremely secure emotional attachments. As a result, children become highly confident and are emotionally very well prepared for starting school.
- The manager uses a comprehensive monitoring system and evaluation process to ensure that all children have access to a good quality educational programme. As a result, all children are making good progress, with gaps in achievement closing.

It is not yet outstanding because

- On occasions staff do not maximise learning opportunities because they do not always use open-ended questions to extend children's thinking and language development.

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.

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 children's activities and routines in the three playrooms and outdoors.
- The inspector talked to a member of the board of directors, the manager, staff, key persons and children throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment, and evidence of staff suitability.
- The inspector took account of parents' and carers' views.

Inspector
Alison Byers

Full report

Information about the setting

Gamesley Early Excellence Centre Child Care CIC was re-registered in 2006 on the Early years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built centre and the Geoffrey Allen Centre in Gamesley near Glossop, Derbyshire. There are two secure enclosed outdoor play areas. The centre provides nursery education, day care, family support, creche and out of school facilities, and serves the local and surrounding area.

The setting is open five days a week for 51 weeks of the year, except Bank Holidays and concessionary holidays. Opening hours are from 7.30am to 6pm. There are currently 198 children on roll, all of whom are in the early years age range. The setting employs 36 members of staff who work with children. Of these, 30 hold an appropriate early years qualification at level 2 or above. The setting receives support from the local authority. It provides funded early education for two-, three- and four-year-olds and supports 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:

- review how staff use language and open-ended questions so that all opportunities to support children's communication development and extend their thinking are maximised.

Inspection judgements

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

The nursery is managed by the headteacher of the fully integrated, maintained nursery school, and qualified teachers support practice across the age range of children who attend. All staff at the setting have a very good understanding of child development and how to plan for children's individual needs. They provide a broad and interesting educational programme that reflects the children's interests and promotes their next steps in learning. Staff have high expectations of even the youngest children, and babies enjoy a range of resources that offer challenge. For example, a low climbing frame allows babies to practise their developing physical skills as they learn to negotiate slopes and steps. Staff support babies to experiment with paint, exploring the feel on their hands and learning how they can leave marks the paper. Older children continue to develop their understanding of the different sorts of marks they can make because staff talk to them about the shapes and lines they draw in fine sand and powder using brushes and their fingers. The eldest children are well prepared for school because they demonstrate how they can form the letters of their name and are starting to recognise letters and words.

The older children benefit from a routine that incorporates opportunities for them to lead their own play and daily group sessions with teachers and staff. On these occasions staff use effective strategies to reinforce learning and challenge thinking. For example, children use wooden claves to experiment making different noises and tap out rhythms.

Staff have a good understanding of how resources can be used to provide an environment that engages and challenges children. They appreciate the importance of open-ended resources for all ages, with babies learning to make towers from large cardboard boxes. Older children are introduced to the resources in a mud kitchen, where they can use pots, pans and kitchen utensils to explore and experiment with soil. However, staff do not always use high quality teaching strategies and take full advantage of opportunities to support and extend children's learning. For example, they do not always use open-ended questions that promote imagination, make children think about what they are doing and require them to use a variety of words to reply.

The nursery use a robust and comprehensive assessment and planning system across the ages that ensures all children are making good progress throughout the educational programme. Staff use their knowledge of child development to make insightful observations of children's achievements, accurately link these to different areas of learning and identify next steps for children's continued progress. Staff work together to plan activities and resources to enhance the environment and that will support these next steps. Planning methods ensure that all areas of learning are actively promoted, with a keen focus on physical, emotional and language development. Children's progress is assessed and reviewed regularly and shared in detail with parents so they are aware of what is planned next for their child. Staff use a range of very successful strategies to engage parents in their child's learning. Parents receive information about children's progress through both daily conversations and formal review meetings. Staff also hold parent forum evenings where they provide information about how parents can support their child's learning at home, for example, strategies to support language development. Staff actively seek information from parents about what children are doing at home using informal discussions and a 'chatter box' where children collect photographs and items that are important to them. These items provide children with chances to talk about themselves, promoting not just their language skills but also their self-esteem and confidence as they learn to listen to and respect others. Information from parents is incorporated into planning and staff use it effectively to provide learning opportunities around children's interests. For example, matching and number games are devised around a child's recent shopping trip.

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

All the staff are highly committed to and enthusiastic about the care and education they provide for children. They work very hard to welcome every family into the nursery and provide them with an extremely warm and nurturing environment for their children. Staff are always down at the children's level, watching and engaging children as appropriate, providing them with a secure base from which to explore. For example, babies enjoy the freedom of being able to crawl and independently retrieve a ball, but staff remain observant and engage them and praise their achievements. Babies thrive on one-to-one

time with staff as they snuggle in to read a book, and staff share in the child's delight of finding a mirror on the last page. Staff's attentive approach builds secure attachments and promotes all children's self-esteem and confidence because children know they are valued. All children have a key person who knows the child and their families especially well, providing a valuable link and enabling an effective flow of information that supports all aspects of children's care and education. Children are especially well supported as they transfer into the nursery, between the rooms and then as they move into school. Before children start, staff collect information about their care needs and what they can do. This ensures that children can immediately receive care and learning opportunities that are aligned to their needs and enable them to start making progress straight away. Settling-in sessions at the nursery, and when they move rooms, are determined by the needs of the children, with staff suggesting additional strategies to support those who find it more difficult. The care taken to ensure transfers run smoothly builds children's confidence in managing change and prepares them extremely well for the challenge of starting school.

Staff use highly effective behaviour management strategies and provide excellent role models to the children because they talk through solutions with them. For example, if there is a disagreement, staff ask what is happening for each child and what they each need, supporting children to consider others and to think of a resolution. This not only calmly resolves the situation but teaches children how to play alongside each other. Other strategies support children to manage their own behaviour because staff provide consistent warnings about when activities are finishing, giving them time to complete their task. Children are learning about how to manage risks and keep themselves safe because staff support them to practise age-appropriate, challenging physical skills, such as balancing beams and monkey bars. Staff also explain their rules. For example, children are told they must be careful not to flick powder from the tray into their eyes because it may hurt. Children are developing a secure understanding from a young age about hygiene because babies are learning to wash their hands properly before they eat, and staff explain about germs on the cutlery that falls on the floor. Children are learning about the importance of a healthy lifestyle through games about different foods and because staff promote daily fresh air and exercise for all children.

The environment indoors and out is very carefully planned to enable children to access resources independently and lead their own play. Even the youngest children are supported to find the toys they are looking for, and toddlers use tidy-up time to demonstrate their knowledge of where things go. Children's developing independence is thoroughly supported through routines, with older children learning to manage their own coat and staff helping younger children to use spoons and forks at lunchtime. Staff sensitively support children to manage their own personal needs according to their age, using their expertise to help parents during their child's toilet training.

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

The manager and staff have a clear understanding of their responsibility to safeguard children. There are appropriate policies in place that cover the recruitment of staff, use of mobile phones and how to deal with allegations against a member of staff. Suitable

safeguarding practices are implemented by staff, who understand what they should do if they have concerns about children. All staff have undergone a check on their suitability to work with children, and the nursery make sure these checks are kept up to date. The provider's understanding of informing Ofsted about significant events, for example, changes in the leadership and management of the nursery, is satisfactory. The nursery have a comprehensive range of policies covering all aspects of the provision, and these are written and reviewed in conjunction with staff and the board of directors. The manager and staff take responsibility for risk assessing rooms and equipment used by children and outings they go on. Consequently, all children can play and explore in safety.

There are robust systems in place to monitor the educational programme and children's progress. Each area of learning is allocated to a member of staff and an individual from the board of directors, who review the provision for that area across the nursery. Senior staff also collate information about children's progress in each area and use rating scales to regularly monitor the quality of the environment. All review information is fed back to staff and used to inform the nursery's quality improvement plan and identify staff training needs. Therefore, the self-evaluation process and targets for improvement accurately reflect the needs of the nursery and drive their commitment to continuous improvement. For example, training for staff and strategies are implemented to develop provision for the three prime areas of learning to ensure that all children have a secure base from which to progress. These strategies include audits of children's communication, language and physical skills that allow staff to identify children not working at the level expected for their age and put effective interventions in place. The manager assesses the impact of training and interventions through detailed analysis of children's progress that shows all children make good progress in their learning, especially those whose starting points are lower than expected. The nursery have suitable processes in place to supervise staff and monitor their performance, with all staff having access to training linked to the current areas of development.

The nursery has developed highly effective partnerships with parents and external agencies to ensure that all children are included and their progress promoted. Staff work well as a team and effectively use systems to make sure that any child experiencing difficulties receives the support they need. Involvement from other agencies is managed efficiently so children quickly benefit from additional support. For example, speech and language therapists communicate directly with staff to share information and provide details about suitable intervention strategies. Staff work closely with the parents of children with special educational needs and/or disabilities, regularly reviewing children's action plans to ensure there is continuity with home. The nursery works with a number of local schools to support children as they start school. Staff meet with the teachers to share progress information about children, and teachers visit children in the nursery.

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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY340480
Local authority	Derbyshire
Inspection number	820718
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	84
Number of children on roll	198
Name of provider	Gamesley Early Excellence Centre Childcare CIC
Date of previous inspection	not applicable
Telephone number	01457 728951

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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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