

# Gipsey Bridge Preschool

Gipsey Bridge Chapel, Leagate Road, Gipsey Bridge, BOSTON, Lincolnshire, PE22 7BU

## Inspection date

19/05/2014

Previous inspection date

19/03/2009

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

2

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

- Staff have a very good knowledge of safeguarding procedures and as a result, keep children safe.
- The manager and staff team are passionate and enthusiastic individuals who give meeting children's needs and well-being high priority. The high quality of the teaching has a very positive effect on children's care and education.
- Partnerships with parents are strong. Parents are provided with good levels of information about their child's day and the progress they make and feel that the knowledge they have of their own children is sought and valued.
- The manager effectively evaluates and monitors the provision for children, ensuring that they receive a good quality experience.

### It is not yet outstanding because

- There is scope to further develop the open questioning techniques of staff to enable more able children to think through and solve problems.

## 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 activities in the two main playrooms, kitchen and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the pre-school.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector interacted with children throughout the inspection.

## Inspector

Sharon Waterfall

## Full report

### Information about the setting

Gipsey Bridge Preschool was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Methodist Chapel and hall and is a pack away setting. The pre-school serves the local area and is accessible to all children. It operates from two playrooms and there is an enclosed area available for outdoor play. The pre-school employs seven members of childcare staff. Of these, one holds appropriate early years qualifications at level six, one at level 4 and three at level 2. The pre-school opens Monday to Friday school term time only, with the exception of bank holidays. Sessions are from 8am to 4.30pm. Children attend for a variety of sessions. There are currently a total of 48 children on roll, of whom 40 children are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- ensure children are always given sufficient time to absorb and process information more effectively to develop their communication and problem solving skills to their full potential.

## Inspection judgements

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

Staff provide an interesting and motivating range of activities and resources, which help children to develop and progress across the seven areas of learning. Children's learning and development is consistently good throughout the pre-school. The range of activities provided are exciting, challenging and lead from what the children want. Older children are actively engaged in the planning system, therefore, they lead their own learning. Children sustain interest in their play and their imaginations are captured by the new experiences provided on a daily basis. For example, the children handle live crickets and locusts, they delight in watching them jump around and the feeling of them tickling their hands. Staff take into account what children already know and can do from their initial assessments and discussions with parents when children first start to attend. They make good use of this information to plan starting points for each child's next stage in learning. As a result, children make very good progress towards the early learning goals. Key persons observe and assess children's next steps and plan activities and experiences for the individual child. The manager and staff demonstrate a secure understanding about the progress check at age two, ensuring this is carried out at an appropriate time and shared with parents.

There is a good balance of child-initiated play and activity times that are adult-led. Staff who work with the older children are very skilled at supporting children to develop their own ideas. They also empower them to test out these ideas, ensuring they provide resources, time and the opportunity for them to try them out. For example, the children are keen to catch a spider but he scuttles into a hole in the wall. An idea about putting a straw into the hole for him to climb out on is developed. Later, the wall has a large number of straws sticking out of many holes as the children, having been unable to find the spider in the original hole, have looked elsewhere. The children then use their knowledge about spiders from previous discussions to make a web between the straws using wool. Their continuing idea being that the spider can use the web to move around the wall. The children are fascinated in the mini-beast topic they chose. They are keen to find out more and are retaining information and adapting it to create further learning ideas. Children are supported very well through these activities, which encourages their developing skills in readiness for school. The mini-beast theme continues inside. Children spoon maggots into paint and watch them wiggle across the paper to make interesting marks and patterns. The children get excited as two race to the edge of the paper. A house is made for an ant some children find spontaneously in the room. They discuss what the ant will need and move it from room to room discussing his daily routine and imagining what he will like to do next. Staff use the mini-beast topic to promote all areas of learning. Children learn about the world as they create a life cycle of a fly and use their imaginations to create a fly painting with their fingers. They listen to poems and stories about bugs which supports their early literacy skills. Mathematical skills are developed as a game based on spiders is used for counting and numeral recognition. In general, staff question children well. However, there is scope to further develop the use of more challenging and open questioning. This is because more able children are sometimes not fully enabled to really think problems through as staff explain what has happened or what will happen. Children's spontaneous play is encouraged and again staff enable children to develop it. For example, while outside the children spot a man fixing the telephone wire and decide to role play this. Hats are found and tools and crates are stacked to represent the ladder he is standing on. A harness is fashioned from the web wool and the staff help children to observe and talk about what they see and what is happening. Children become deeply involved and their curiosity is aroused as they explore the world around them.

The pre-school is very inclusive. Children of all age groups and children with special educational needs and/or disabilities are able to access resources and opportunities freely. At activity time the children go into their base rooms and the activities are adapted and planned more specifically for the children's ages and next steps. Many of the songs are sung using a simple form of sign language ensuring all children are able to communicate together. Individual learning plans are in place and the staff work with varying agencies to provide children with specific care to meet their individual needs. Partnerships with parents and carers are good. Parents are able to see the learning journals and comment on children's next steps. Daily discussions take place regarding how children are progressing and this is proving to be an effective way for staff to communicate with them regarding their children's learning and development. Parents and children can borrow books from the lending library. They are given ideas about how to support children's development at home linking into their current topics and interests. This means that learning and development is continued at home.

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

Children's personal, social and emotional development is strongly fostered by very caring and sensitive staff. Getting to know the children as individuals is a priority and this effectively supports children's emotional security and sense of belonging. Children are respected for who they are and their personalities are accepted and enjoyed which fosters mutual respect. Children's confidence is developed as staff enable them to lead their own play, make their own games and offer their own ideas. Children's self-esteem is enhanced by very positive staff. Praise is used constantly in context and children are encouraged to try things for themselves. The children thrive on the responsibilities they are given and are always involved in the daily routines of the pre-school. Such as, at registration time, relaying messages from staff to staff or helping to prepare snack. They have a good ownership of the group and are encouraged to be independent while still being sensitively supported when required. The staff work closely with parents and gain good information about children's needs, which ensures they offer personalised support. Key persons sit with parents and complete an 'All about me' form, which gains a lot of detail regarding children's starting points and initial capabilities. Staff are inclusive of all children and their families/carers and offer a welcoming environment. Transport is offered to those living in surrounding villages if required to ensure accessibility for all.

There is a strong emphasis on helping the children to be healthy. Everyday outdoor play is available to them and the children are able to choose from a range of interesting and challenging activities. The outdoor area is not large but generally once a week just the physical equipment is put out for the children to develop their large physical skills. In addition, the children access the local school and use their physical education equipment and the pre-school stores bicycles and other wheeled equipment for use on the school grounds. The children enjoy 'Disco Duck' who comes in weekly to engage in dance and movement to music with them. The children say 'it is fun' when asked about the session. Hot meals and snacks are made available to the children, with input on menus from a healthy foods agency. The meals are freshly cooked daily on the premises and include fresh fruit, vegetables, grains, pulses and meat. The hot meal is an option with some parents preferring to provide packed lunches, though the roast chicken dinner is a favourite and many choose this option weekly. The children help to prepare snack using child safety knives, chopping and dicing fruit for their peers. Many of the older children can take care of their personal needs and wash their hands before eating and after toileting. Staff help younger children, while supporting and encouraging them to do what they can for themselves. The children are aware of the importance of not running inside as it is dangerous. Staff discuss with the children how to keep themselves safe as they stack and climb up crates outside.

All children have access to a wealth of quality resources, which are thoughtfully stored at child height. Children develop their independence and confidence as they choose their activities and help to tidy up so that they know where the toys belong. The manager has a strong commitment to embracing the local community. For instance, the children attend assemblies at the local school and a parent has decorated the toilets and garden in under the sea and farm murals. The staff team work well together and support each other

constantly across the rooms. The children are split into the two age groups of toddlers and pre-school children. Each age group has a base room and consistent staff as well as being able to freely access the outdoor and other play areas. The key person stays with the children for the two years they are within the pre-school. Subsequently, attachments are strong and transitions within the pre-school are sensitively managed to support children's emotional development and acceptance of change. Children are very well supported with the transition from pre-school to school. Teachers regularly visit the pre-school, therefore, children and adults become familiar with one another. In the last term the older children have uniforms from all catchment schools to use for dressing up to familiarise them with the clothing they will be required to wear. This enables a smooth transition which supports children's learning and emotional readiness well.

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

Safeguarding at the pre-school is given the utmost priority. The manager has a wealth of experience in child protection and safeguarding issues and has strong partnerships with a range of external agencies. All staff fully understand their individual roles and responsibilities in protecting the children they care for from abuse and neglect. Staff maintain close supervision of children at all times and continue to complete mandatory training, which includes first aid and safeguarding. Robust recruitment and selection processes ensure that all staff working with children are safe and suitable to do so. Risk assessments are completed ensuring the environment is safe and secure. The manager has an excellent understanding of her responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. A comprehensive set of policies supports practice and all required documentation and procedures are in place.

The manager genuinely values all staff and provides them with training to gain relevant childcare qualifications and to increase their knowledge in specific areas. Therefore, the staff team is effective and they work closely together to provide the children with a good quality of education and care. Staff communicate very effectively both through formally planned meetings and informally through daily discussions to support children's development. The successful improvements carried out since the last inspection and the continuing development of the pre-school, demonstrates the dedication and commitment of the entire staff team. The manager is very diligent and provides strong leadership and monitoring to support staff's personal development. Self-evaluation is embedded within practice and complements the realistic targets set within the action plan. Many of the improvements have already been implemented, providing an enhanced quality of teaching and learning for the children. The manager rigorously monitors planning and assessment and she also works closely with the key persons and conducts regular staff observations. All practitioners receive regular supervisions, appraisals and attend team meetings.

There is excellent partnership working with parents, whose contribution is highly valued, other agencies and local schools. The manager is very involved with a range of agencies and has been given a great deal of responsibility in supporting the children and their families. The pre-school works very closely with other local early years settings to support

a consistency of care for children using dual settings. The manager provides a very effective liaison between parents and local schools when children move on, easing their initial transitions and resolving difficulties further into the term. Parents spoken to comment that their children have made 'fantastic progress since starting' and say that the manager 'goes over and above' to support not just the children but the whole family. They also value the way each child is an individual and the warm relationships the children develop with their key person and how happy their children are here.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY277564
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	872790
<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>	34
<b>Number of children on roll</b>	48
<b>Name of provider</b>	GipseY Bridge Preschool Committee
<b>Date of previous inspection</b>	19/03/2009
<b>Telephone number</b>	01205 280921

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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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Piccadilly Gate  
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