

Goxhill Pre-School

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

Inspection date	03/07/2014
Previous inspection date	17/01/2014

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make the most of opportunities to extend learning through children's own interests and play. Therefore, children are engaged, motivated and make good progress.
- Staff are deployed effectively to ensure children receive good levels of supervision and interaction. Children's safety is enhanced through secure procedures that identify and minimise risks to their safety in the environment.
- The strong relationships established with key persons provide all children with a secure foundation for their learning and development.
- Methods of monitoring the provision are rigorous and ensure all requirements of the Early Years Foundation Stage are met. A robust system of supervision and coaching for staff has been established to drive continuous improvement.
- Children are effectively safeguarded through robust recruitment and vetting procedures and staff's clear understanding of their roles and responsibilities in protecting children in their care.

It is not yet outstanding because

- Occasionally, during adult-led group activities, staff use fewer open-ended questions to stimulate children's thinking.
- There is scope to develop teaching through modelling exploration and promoting children's language through commentary.

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 viewed samples of documentation, including evidence of suitability checks carried out on staff, staff qualifications, the nursery's self-evaluation form, and assessments of children's learning and development.
- The inspector observed teaching, learning and care practices in the playroom and garden.
- The inspector and manager undertook a joint observation of teaching practice and discussed this.
- The inspector took account of the views of parents who were spoken to on the day of inspection.
- The inspector spoke with children and staff during the inspection and held a meeting with the manager and a committee member to discuss the leadership and management of the setting.

Inspector

Elisabeth Wright

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 setting serves the local area and wider communities and is accessible to all children. It operates from 9am to 3.30pm Monday to Friday, term time only. There is a secure outdoor area at the rear of the property for outdoor play. Children are cared for in a main room and they also use a reception entrance room for supervised group activities. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications, one at level 6 and three at level 3. There are currently 47 children attending who are within the early years age group and who attend for a variety of sessions. The setting provides funded early education for two-, three- and four-year-old children. It 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:

- extend the use of open-ended questions to consistently stimulate children's thinking

- build on the already good standard of teaching to extend staff skills in modelling exploration and providing language through commentary, to enhance the learning of quieter children and those whose learning style is more reflective.

Inspection judgements

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

Children are motivated and engaged in their learning because staff have developed a secure understanding of how children learn through play. The stimulating environment provides a wealth of learning opportunities that follow and extend children's own interests. As a result, children thrive, making good progress across all areas of development. For example, a group of children play with small world resources which represent a film they have enjoyed. They develop their imaginations and language as they invent their own storyline. Staff are deployed well across the playroom and garden. They engage with the children at their level, encouraging them to explore and develop their skills and ideas. A group of children who are interested in pirates are encouraged to dig for treasure. They extend their writing skills as they draw a map of where the treasure is and search the sand pit to work out where the 'X' might be. During most of their interaction with children staff use open-ended questions to stimulate children's thinking, although this is not consistent. Activities are planned thoroughly and presented skilfully to engage children. A

group of children gathering for a story are immediately involved by guessing what the props are that are hidden under a cloth. The member of staff builds up the suspense by introducing one item at a time. This stimulates their thinking and language as they try to guess what is going to happen. However, this good practice is not consistently used across all adult-led activities, which are occasionally too directed. Children are given lots of praise for their efforts and achievements, which encourages them to keep trying.

An effective system for tracking children's progress had been introduced. This means any areas of children's development are quickly identified and targeted. Regular observations of children's learning are linked to each area of development within the age band they are working in. This provides key persons with an accurate overview of children's progress. Staff use this to plan activities that are targeted well to children's individual needs. A strong emphasis on team working ensures that all staff are fully aware of every child's learning aims. This means they can focus on these areas through meaningful interaction. Parents are involved from the start when they are asked to share what their children can already do and what interests them. Key persons build on this information to make an initial assessment which provides a clear starting point for children's learning. Partnerships with parents continue through daily conversation and formal progress meetings. Parents express that they feel well informed about their children's progress and supported to continue learning at home. Staff observe children's learning through play and make changes to activities and resources to enhance their learning. Resources for construction complement a recent interest in building houses linked to a favourite story. Children's recent fascination with snails is extended with a snail garden in a tray in the garden, where they can watch them in a natural habitat of leaves.

Children's language skills develop quickly because staff sit at their level and talk to them. By asking questions and responding to children's conversation they extend the learning. For example, when a small group of children are involved in bathing a doll with a member of staff, she encourages them to smell the soap. A child later remarks that the clean doll 'smells like soap'. Some children prefer to watch play initially because that is how they learn and do not choose to interrupt this with conversation. Staff are beginning to adapt new teaching methods to support this style of learning, by using commentary instead of questions and modelling exploration and skills. However, this is not fully embedded in practice to provide consistency in this teaching approach. Children in the pre-school are confident and independent in their choices. Close contact with the host school means that children have experience of this culture and environment through visits to the Foundation Unit. They develop good dispositions for learning, which prepare them well for their future move onto school.

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

Children are secure and settled in the pre-school and enjoy themselves as they play and learn together. The pre-school puts a high emphasis on developing children's personal, social and emotional development. Each child is assigned a key person who is responsible for their care and learning. Key persons build strong bonds with their key children and their families. Consequently, children feel safe and at home as they move around freely

and approach staff with confidence that they will be listened to. Staff are attentive to children's needs, offering cuddles and reassurance when appropriate. Children develop good levels of emotional strength, which supports them well as they approach changes in their lives, such as moving on to school. Children develop independence in caring for their own needs and are able to make their own decisions. Behaviour in the pre-school is very good. Children benefit from a stimulating environment that is planned around their interests and needs. They are thoroughly engaged in their play and activities, which contributes to the calm and positive atmosphere. Staff give consistent and continual praise throughout the day to reinforce good behaviour. Children are praised for positive behaviour, such as 'good sharing' and 'good turn taking'. This gives them a clear idea of the expectations of how they should interact with one another and helps them consider others' feelings.

Children's safety is promoted effectively. Changes to the environments include the erection of a temporary fence which gives the pre-school their own section of the garden. This means children have greater choice of indoor or outdoor play and they benefit from heightened levels of supervision and security. Use of the shared playground is well-organised, with good staff deployment to maintain high levels of supervision. This arrangement provides children with opportunities for greater challenge and risk taking within a safe environment.

Children learn to care for their own health and well-being through established routines and flexible care arrangements. Older children are independent in washing their own hands after using the toilet. Key persons ask children before changing their nappies, which ensures that their play is not interrupted unnecessarily. All children remember to help themselves to a wipe before and after eating their snack. A nutritious snack of fruit and toast is provided, where children can make their own choice of when they want to eat. They develop their physical skills as they carefully cut the fruit and pour drinks for themselves and friends. Information regarding children's health care needs, such as any allergies, are gathered before they start at the pre-school. These are shared with the school kitchen to ensure that meals sent across to the nursery are suitable. The arrangement of the room provides children with a den area where they can rest and relax, look at books, or chat to friends. This provides children with a good balance of activity and rest throughout the day.

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

Children are safeguarded well as staff have a clear knowledge and understanding of the policies and procedures and implement these effectively. All staff have received relevant training in how to identify and report children protection concerns. Robust recruitment systems are in place to check the suitability of staff to work with children. A cycle of regular supervision and coaching has been introduced since the last inspection and subsequent monitoring visit. This is effective in identifying and targeting training to continue to improve teaching and ensure children's welfare is promoted. The pre-school is now organised well to meet the needs of the children. Staff work together as a team to

ensure they are deployed across the premises to provide children with consistently good levels of supervision and interaction. The initial documented risk assessment of the premises is embedded in practice through daily checks on the environment. This ensures that children can play and learn in safety. All staff have completed appropriate first aid training, which promotes children's health in case of injury or accident.

The management committee and staff team have worked extremely hard to successfully address the actions that were raised at the last inspection. The management team has a secure understanding of the requirements of the Early Years Foundation Stage. The quality of monitoring practice and evaluating its impact on the children has improved considerably. This includes manager's robust observation of staff practice and regular team meetings. Children's development files are scrutinised to ensure assessments are accurate and planning for their next steps in learning is appropriate to their needs. The team as a whole is strong and committed to the ongoing improvement of the service they provide. Links with the local authority are valued and utilised well for advice, guidance and training opportunities. The observation, assessment and planning has been improved significantly since the last inspection.

Partnerships with schools and other professionals are well established. These contribute successfully in promoting continuity for children, many of whom also attend the host school. This practice is especially effective in supporting the progress of children who have special educational needs and/or disabilities. These children make very good progress, which significantly closes gaps in their development. Key persons work with teachers effectively, complementing learning aims set by the school in order to consolidate learning. Parents feel they are very well informed and included in the pre-school. Their views are sought and listened to. They say the quality of the information they receive through daily conversation with their key person is detailed and helpful.

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	EY407555
Local authority	North Lincolnshire
Inspection number	968275
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	47
Name of provider	Goxhill Playgroup Committee
Date of previous inspection	17/01/2014
Telephone number	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, 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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