

Little Goslings

160 Warwick Road, Scunthorpe, South Humberside, DN16 1HH

Inspection date

30/10/2014

Previous inspection date

09/01/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
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	3

The quality and standards of the early years provision

This provision requires improvement

- Children develop their communication skills as staff model clear language and songs to support children's play.
- Staff are positive role models and offer clear routines and boundaries. As a result, children behave well and have a positive attitude to their learning.
- The nursery has a robust key-person system in place. As a result, children are happy and settled.
- Children are kept safe as staff have a clear understanding of child protection and the procedures to follow should they have concerns about a child in their care.

It is not yet good because

- Planning and assessment are not accurate. As a result, activities do not always sufficiently challenge children to meet their individual developmental needs.
- Performance management of staff, including supervisions through peer observations, is not thorough at identifying weaknesses in teaching to ensure that targeted training and support are quickly provided, to consistently raise all teaching to a high standard.
- Children's learning experiences are not always maximised during group time activities, because there are inconsistencies with how these are planned for and delivered.
- The monitoring of assessment and planning is not yet robust at ensuring that all children make good progress in their learning.

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 both rooms of the nursery and in the outdoor area.
- The inspector conducted a joint observation with the acting manager.
- The inspector held a meeting with the acting manager of the provision and spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Samantha Hoyes

Full report

Information about the setting

Little Goslings is a privately owned facility that opened in 2004 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located in an area close to the centre of Scunthorpe and the children attending come from the local and surrounding areas. There is an enclosed outdoor play area. The nursery opens five days a week from 8am until 6pm all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. There are currently 69 children on roll, all of whom are within the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 18 staff working directly with the children, 16 of whom have an appropriate early years qualification at level 3 and above. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that assessment of children's learning is accurate, and that information from these are used to identify and plan challenging next steps for all children so they make the best possible progress in their learning and development
- ensure that supervision of staff accurately identifies weaknesses in teaching so that effective coaching, support and training is quickly provided to ensure that teaching is consistently good.

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

- review the planning and timing of small group activities to ensure learning opportunities are maximised
- monitor the planning and assessment more closely to ensure that all children make good progress in their learning.

Inspection judgements

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

Children enjoy their time at nursery. Staff take time to gather starting points from home through careful discussions with parents and a 'settling-in curriculum'. However, staff do

not accurately assess children's progress across the seven areas of learning. This results in children's next steps in learning not being effectively identified and planned for, to ensure all children make consistently good progress in their learning. Children with special educational needs and/or disabilities are generally well supported. This is because staff liaise with outside professionals when required to ensure children are fully supported. Children who speak English as an additional language are supported well by staff, as they obtain key words from parents on entry to the nursery and provide a fully inclusive environment.

Children make suitable progress in their communication and listening skills. This is a result of positive and supportive interactions from staff, who take time to listen to children. Training programmes, such as letters and sounds and the 'Every Child a Talker' programme, are used effectively by some staff to enhance children's learning. For example, in the two-year-old 'Duckling' group, staff provide a variety of props to support song time. Children join in excitedly as they take it in turns to feel the spray on their face to symbolise rain and the shimmering silver cover over their heads when it is 'snowing'. As a result, children are appropriately prepared for the next stage in their learning.

Mathematical development is promoted, and as a result, children make generally good progress in this area of learning. For example, at snack time, children recognise which number they are when they line up against the number line. Also, during children's free-choice time, staff and children discuss lengths and measurements as they experiment with a tape measure, before writing down how long the giraffe's neck is. Sometimes, however, activities are less well planned for. For example, in the three to five years 'Gosling' group, during a 'potion making' activity, children's engagement is restricted because there are only two aprons available for children to access. This results in several children losing interest while waiting for their turn. The activity also coincides with snack time, which results in some children having to stop their activity part way through to go for their snack. This demonstrates the variable teaching skills of staff, and as a result, not all children make consistently good progress in their learning.

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

Children feel settled and secure because staff provide a warm and welcoming environment. Each child is assigned a key person, who works with the child and their family to ensure their individual care needs are well met. In the baby room, staff are sensitive and calming, providing age- and stage-appropriate treasure baskets to support young children's exploration. Transitions are handled sensitively within the nursery and as children move to school. Staff take time to prepare children through discussions, the use of books and props and through visits where possible. As a result, children are emotionally prepared for the next stage in their learning.

The staff provide a well-resourced environment. Resources are presented and labelled clearly, both inside and out. As a result, children develop independence in their learning as they freely choose their own resources. Outside, children are encouraged to take safe risks when playing with resources, such as balancing beams, crates, tyres and tree stumps. As a result, children learn to manage risk and develop their physical skills. Children are

respectful of the resources and their behaviour is good. This is because staff are positive role models and take time to explain rules and boundaries. For example, staff give clear warnings when a change of routine is about to occur so children know exactly how long until they have to stop their play. Children who speak English as an additional language are supported to settle into their new routine through the use of visual props, including a visual timetable. As a result, all children follow routines with ease.

Children have a positive attitude to being healthy. This is because staff explain the importance of why children need to wash their hands, for example, before eating snack. The importance of healthy eating is further positively reinforced through displays of healthy foods, and staff take time to discuss these. Mealtimes are a social experience as all children sit together and have a chance to talk about their day. Consequently, children are developing their personal, social and emotional skills. Parents comment that their children enjoy their time at nursery and note that they receive good feedback about their daily routines. As a result, children's well-being is effectively promoted.

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

The staff team are fully aware of their roles and responsibilities with regard to safeguarding children. They ensure safeguarding training is thorough and up to date. Staff have a good knowledge of child protection and know the procedures to follow should they have a concern about a child in their care. Clear recruitment procedures are in place, which includes obtaining Disclosure and Barring Services checks for all staff. As a result, children are safeguarded from harm. Risk assessments are thorough and cover everything from the environment to the activities on offer. The building is secure. For example, an alarmed front door means that no one can enter the building unnoticed. Consequently, children are kept safe.

Managers aspire to improve and have developed practice in some areas by working on previous recommendations. The nursery uses self-evaluation to identify its strengths and to also identify some areas requiring further development. This results in improvements being made in some areas. Arrangements for performance management are in place and include regular supervisions and peer observation to support practice. However, these are not yet effective at accurately identifying weaknesses in teaching so that effective coaching and training are quickly provided, to ensure all teaching is consistently good. The monitoring of planning and assessments is not yet thorough. This means that staff are not accurately assessing children's development in the seven areas of learning or identifying and planning challenging next steps to support children's good progress. Subsequently, management are not able to consistently identify gaps in children's progress.

The staff team work well together and with parents and other agencies to ensure children's care and learning needs are appropriately met. The nursery works closely with outside agencies to ensure that most children, including those with special educational needs and/or disabilities, make progress in their learning. Where children attend another setting, information is shared through diaries and verbal discussions. As a result, children's

learning is complimented. Observations are shared with parents as and when these are completed, and as a result, parents say they feel involved in their children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY280663
Local authority	North Lincolnshire
Inspection number	856223
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	49
Number of children on roll	69
Name of provider	Shining Little Stars Ltd
Date of previous inspection	09/01/2009
Telephone number	01724 280974

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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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