

Gorefield Pre-school

69 High Road, Gorefield, Wisbech, Cambridgeshire, PE13 4NB

Inspection date	12/12/2014
Previous inspection date	09/12/2010

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 provide a stimulating environment, both inside and out, where children are able to follow their own interests, investigate and explore according to their own needs. Consequently, they make good progress in all areas of their development.
- Teaching is strong. Staff know how to interact with children effectively to promote their thinking by questioning and comment and where appropriate, leaving them to discover their own solutions to problems.
- Staff build strong attachments to children in the setting. This results in children feeling secure in their surroundings and generally enjoying their time at pre-school.
- Staff have a good awareness of safeguarding procedures and therefore children are able to play and learn safely without fear of harm.

It is not yet outstanding because

- There is room to improve the partnerships with parents with regard children's learning, helping them to fully understand things they can do at home to promote children's progress even further.

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 both the inside and outside learning environments.
- The inspector held meetings with the manager, deputy manager and a member of the committee.
- The inspector and manager took part in a joint observation.
- The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full report

Information about the setting

Gorefield Pre-school was registered in 1994, and is on the Early Years Register. It is situated in a purpose built building within the grounds of Gorefield Primary School, Gorefield, Wisbech in Cambridgeshire and is managed by a committee. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. There are currently four staff working directly with the children, all of whom have an appropriate early years qualification at level 3. The pre-school opens during term time only on Monday, Tuesday and Wednesday from 9am until 3pm and Thursday and Friday between 9am until 12 noon. On a Thursday afternoon the pre-school is open from 12.45pm until 2.45pm for children aged two years to two years six months. Children attend for a variety of sessions. There are currently 36 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- strengthen the already good partnerships with parents and find innovative ways to encourage them to be engaged with children's learning at home to promote development to an even higher level.

Inspection judgements

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

Children arrive at the setting with great enthusiasm and are ready to learn. They separate from parents happily and are soon engrossed in activities and keen to follow their own interests or continue their learning from the day before. For example, children are eager play with dough and imagine their creations are cakes and biscuits, carefully baked in their pretend oven. They show great dexterity as they handle the dough and mould it into the required shapes for their imaginary play. This type of activity helps to strengthen children's developing muscles and effectively prepares them for a time when they will need to learn to write or use their hand-eye control with greater precision. Staff support children effectively during these times because they understand how children learn through play. They allow children to decide what they want to do, ask probing questions and comment on children's actions, promoting them to think and puzzle things out for themselves. All in all, activities of this type help children to progress into inquisitive and active learners who make good overall improvements in their development.

Staff observe children carefully as they play and make accurate assessments of their development. They are skilled in determining children's next steps in learning and plan

stimulating activities to help children's good level of progress toward the early learning goals. Parents are encouraged to share their information about children's skills and abilities when they first start the setting. However, current methods to further engage them with children's learning at home are not always exploited and as a result, there are some learning opportunities missed to promote children's learning further. For example, parents have yet to routinely inform staff of weekend family activities or children's achievements at home to enable staff to build on learning experiences or interests effectively in the pre-school.

Staff have high expectations of children and work hard to ensure they are able to learn and develop to their best of their abilities. Those with special educational needs and/or disabilities are well supported in their all-round development and staff liaise with others readily to ensure the best help is given at all times. Children learning English as an additional language learn to appreciate their heritage as staff display examples of different languages and scripts in the environment to reflect the different backgrounds of children attending. Children are well prepared for their next stages in learning including school. Adult led activities are especially successful in focusing children's attention and developing the concentration skills needed for school. Children are also encouraged to recognise letters, sounds and numbers in the environment and most children readily write their own name to demonstrate their growing literacy skills.

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

Children are happy and demonstrate a sense of security as they move independently around the pre-school. This is because staff are skilled at forming good partnerships with parents and they are well informed of children's preferences and care needs. Children soon develop good independence skills at pre-school as they generally manage their own shoes and coats and attend to their personal care needs. Children also make decisions about their activities and actions throughout the session. Staff have good procedures in place to support children's behaviour and these are implemented in a consistent manner by everyone. Children's safety in the pre-school is also assured as staff are mindful of hazards as children play and learn in the setting. Staff also help children to begin to take small risks for themselves and because of this, children play outside giving good consideration for others. They pedal cars and tricycles, steering around each other with great precision.

Staff encourage children to consider their good health as they serve nutritious snacks and drinks at the pre-school. Staff take every opportunity to encourage children to consider what is good for them, especially as they demonstrate how the heart rate is increased during exercise. Most children take full advantage of the free flow of activities to the outside area where development can continue over all seven areas of learning. Here, children can learn in the fresh air and promote their physical development effectively. Staff understand what interests children and provide a stimulating environment where resources are equally of a good quality. Children are able to safely access their own playthings and appreciate the displays carefully selected to promote children's

understanding of their local surroundings and community. Children's emotional well-being is further enhanced as they face changes to their lives. Staff support them well as they make moves to school by photographing the school environment and discussing routines and new teachers. Overall, children have a happy and fulfilling early years experience at the pre-school and are well prepared to progress even further.

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

Leadership at the pre-school is good. The manager and committee have a thorough understanding of their responsibilities under the Early Years Framework and work hard to ensure that children's best progress is the foremost consideration. Self-evaluation is embedded in practice and strengths and areas for development have been clearly identified. Action plans are focused on outcomes for children and demonstrate a good level of drive for improvement. The manager monitors staff practice and in this way, any underperformance is quickly identified and addressed to ensure children only experience the best teaching possible. Monitoring of children's progress is equally careful and because of this, support needs are swiftly noticed and the appropriate strategies used to make sure children's needs are met.

Staff have a good understanding of safeguarding procedures for their local area. They have attended training and know how to identify and report concerns they may have for children in their care. A wide range of policies and procedures support them in their work and this further supports children's safety and well-being in the setting. Effective recruitment procedures are in place and this includes background checks to ensure that only the most suitable staff are employed to work with children. Professional management systems are in place giving staff the opportunity to learn from each other during peer observations and following a targeted approach to ever improving their teaching, skills and knowledge. Staff attend training whenever possible. This has been especially effective with regard to behaviour management where staff have cascaded messages to ensure consistent strategies are used to help all children.

Partnerships with parents are good. Parents especially appreciate the welcoming approach from staff and say how their children thoroughly enjoy coming to pre-school. Parents speak of children's confidence levels and how their communication skills have improved since starting. Partnerships with other providers are strong including those with local childminders who share the care of some children at pre-school. The two-way sharing of information is effective in ensuring there is a coordinated approach to children's care and learning and their needs are met whichever setting the child is attending.

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	221881
Local authority	Cambridgeshire
Inspection number	865992
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	36
Name of provider	Gorefield Pre School Committee
Date of previous inspection	09/12/2010
Telephone number	01945871042

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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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