

# Gayton Goslings Daycare Centre

Lynn Road, Gayton, Kings Lynn, Norfolk, PE32 1PA



## Inspection date

Previous inspection date

11 February 2015

27 April 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Children make rapid progress in their learning and development. This is because highly motivated and skilled staff consistently provide stimulating, rich and imaginative experiences for the children.
- Children are eager to participate in this bustling pre-school. They are enthusiastic learners who enjoy their investigations alongside staff who are expert in their knowledge and understanding of how children learn and develop.
- Assessment of children's progress is accurate and highly focused. Details of these assessments are shared regularly with parents and carers, together with children's identified next steps in learning and how parents and carers can support learning at home. Consequently, children are extremely well prepared for school.
- Staff are warm, friendly and affectionate. They support children to develop independence. Children demonstrate they feel safe and secure, which ensures they are emotionally prepared for the next stage in their learning.
- Staff are excellent role models who promote children's safety and protection at all times. Consequently, children are confident, behave well and learn how to keep themselves safe.
- Leadership is extremely strong. The manager's knowledge of her responsibilities in all aspects of the Early Years Foundation Stage is excellent. Effective systems to monitor how it is implemented are in place. Staff supervisions are timely and sharply focused to improve the already first-rate practice.
- Children are extremely well protected. The manager and all staff are fully aware of their role to protect children's welfare. Recruitment and induction procedures are robust. Consequently, arrangements for safeguarding are extremely strong.

## What the setting needs to do to improve further

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

- enhance the already excellent outdoor area to further enrich children's experiences, especially with regard to sensory and construction provision.

## Inspection activities

- The inspector observed activities in both the inside and outdoor learning environments.
- The inspector spoke to staff and the children at appropriate times.
- The inspector and the manager took part in a joint observation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of staff, the provider's self-evaluation form and a range of other documentation.

## Inspector

Gail Warnes

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The quality of teaching is outstanding. Staff are enthusiastic and consistently maximise every opportunity to support children to make rapid progress. Children are fully engaged as they mix together different coloured paint before creating pictures to share with their parents. Staff join in with the discovery of creating new colours, skilfully asking questions to support children to think creatively and to inspire their explorations. Children acquire good skills to support their future education. Staff adeptly develop mathematical language in everyday activities, from counting fingers in children's drawings to comparing size and space in the outdoor area. Older children routinely recognise letters and sounds, and are beginning to write their names. Younger children enjoy sharing books with adults who inspire their curiosity and encourage them to think about the story, by asking suitable questions for their stage of development. Assessments of children's progress, including the progress check at age two, is precise and effectively informs planning to match children's individual next steps in learning.

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

The key-person system is extremely effective in supporting children's emotional well-being throughout their journey at this pre-school. Settling-in procedures are sensitive and flexible to children's individual needs. Staff gather meaningful information about what children can do when they start. They value home visits to establish partnerships with parents and share information to secure a collaborative approach in children's care and learning. Children develop independence in their personal needs and staff promote healthy lifestyles, for instance, by offering food-tasting activities. Staff introduce routines which help prepare children for life at school, such as short group activities which support children to acquire concentration and listening skills. Children enjoy freedom to choose activities from a richly-resourced environment.

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

Leadership is outstanding. The manager thoroughly understands her responsibilities and is passionate in implementing all requirements of the Early Years Foundation Stage. Safeguarding arrangements are central to all activities, and recruitment procedures ensure only suitable adults work with the children. The manager employs rigorous systems to precisely monitor the educational programmes and children's progress, given their starting points and capabilities. Staff are supported and encouraged to pursue professional early years qualifications and training, which further improves their excellent practice and supports the drive for excellence in all aspects of the provision. Parents' views are highly valued and inform plans for improvement. Parental feedback is extremely positive. Partnerships with other professionals are excellent, which ensures children's individual needs are fully met.

## Setting details

<b>Unique reference number</b>	EY314236
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	849023
<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>	24
<b>Number of children on roll</b>	107
<b>Name of provider</b>	Gayton Pre-School Playgroup Committee
<b>Date of previous inspection</b>	27 April 2012
<b>Telephone number</b>	01553 636606

Gayton Goslings Daycare Centre was registered in 2005. It is run by a committee and is open each week day from 8am until 6pm, all year round, except for one week at Christmas. The committee employs 10 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, five at level 3 and the manager holds a level 5 qualification. The pre-school provides funded early education for eligible two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

