

# Gorsybank Pre-School

Heathfields County Infants School, Saxon Close, Wilnecote, Tamworth,  
Staffordshire, B77 5LU



<b>Inspection date</b>	12 March 2015
Previous inspection date	10 June 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have a very strong focus on safeguarding and supporting children's welfare. As a result, children are kept safe and their well-being is promoted very well.
- Staff build extremely positive and trusting partnerships with parents, carers and other professionals and early years providers. Therefore, children's individual needs are identified and interventions are sought quickly, so that children receive the support they need.
- Staff are particularly good at supporting all children to develop skills in their communication and language, physical, personal, social and emotional development. This results in children being well prepared for school.
- Children are supported by caring staff to settle well and develop their confidence. Consequently, children enjoy their time in the pre-school and are motivated and keen to learn.

### It is not yet outstanding because:

- Some staff are less confident about some children's identified learning priorities. Therefore, children are not consistently supported to maintain the highest levels of achievement.
- Some staff are less focused on consistently supporting all children to think critically when reading a story.

## What the setting needs to do to improve further

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

- improve the sharing of children learning priorities between key persons and the staff team, so that all children are consistently supported to maintain the highest levels of achievement
- make the most of all opportunities to support all children to think for themselves, especially when reading a storybook.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors. The inspector also completed a joint observation with the pre-school manager.
- The inspector spoke with the pre-school manager, various other staff and some children present on the day of inspection.
- The inspector spoke to a some parents and carers during the inspection and took account of their views.
- The inspector looked at relevant documentation, such as the children's observation, assessment and planning records. She also looked at the pre-school's self-evaluation and evidence of the suitability of adults working with the children.

### Inspector

Dianne Adams

## Inspection findings

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

The well-qualified staff team work exceptionally closely with parents and other professionals. A regular exchange of information about children's learning observed at home and in the pre-school contributes to accurate assessments. However, information about children's learning priorities is not consistently shared with all staff working with children in the pre-school. Teaching motivates children to remain focused and become actively involved in their learning. All children are confident and use language to engage with others. They develop their independence as they choose whether to play indoors or outdoors and when to eat their snack. Children thoroughly enjoy investigating different materials. They imaginatively use cones, grass, mud and straw to recreate a story about bears. Children hear and use mathematical language to describe the bears travelling over, through and under. However, when telling a story, staff do not consistently use questions to encourage children to think for themselves.

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

Effective care practices promote children's emotional and physical well-being. Parents comment positively on the caring and supportive staff team. They benefit from the time staff take to build the confidence of parents and their children to settle into the pre-school at their own pace. Children's self-esteem is supported by the constant praise they receive from staff for their efforts and achievements. Children show pride in being chosen as the daily special helper. They learn to keep the play areas safe by putting away resources and sweeping the floor. Children's understanding of danger is demonstrated as they announce to staff that there are 'bad people in the world'. Children show a good understanding of hygiene procedures. They know to wash their dirty hands to remove germs and enjoy healthy snacks of cereal and fresh fruit. Children enjoy lots of opportunities to be active and engage in physical play. They thoroughly enjoy exploring the outdoors throughout the session. Children benefit from sharing the outdoor play areas at times with children from the school. This supports good relationships and prepares children for the move to school.

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

Managers provide staff with a well-established programme of training and support. As a result, all staff have a secure knowledge of the learning and development requirements and how to keep children safe. They follow good safeguarding policies, which protect children from harm and neglect. Managers recruit staff safely by rigorously checking their suitability. Effective risk assessments and fire safety precautions provide children with a safe environment in which to play. All staff are enthusiastic and committed to promoting good-quality provision for children and their parents. Excellent partnerships with parent and other settings maintains continuity for children's learning. Staff monitor children's learning and seek the views of parents and other professionals as part of their self-evaluation. Consequently, staff know what is working well and what needs to improve.

## Setting details

<b>Unique reference number</b>	EY310420
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	862027
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Gorsybank Pre-School Committee
<b>Date of previous inspection</b>	10 June 2010
<b>Telephone number</b>	01827 289532 or 07970 040 014

Gorsybank Pre-School was re-registered in 2005 and is a committee-run group. The pre-school employs 11 members of childcare staff. Of these, 10 staff hold appropriate early years qualifications up to level 5, including the manager, and one holds a level 6. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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