

# The Goslings

Winterley Methodist Church, Crewe Road, Winterley, Sandbach, Cheshire, CW11 4RP



## Inspection date

11 May 2015

Previous inspection date

12 October 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

- Children make good progress in relation to their starting points and are helped to be effective learners in readiness for school. Staff promote children's ideas, encourage their attentive listening, and develop their confidence to speak in different situations.
- Staff provide a well-planned environment, which is equipped with an extensive range of high-quality resources which are easily accessible. Consequently, children become independent and active learners as they make their own choices with regard to what they play with.
- Children have strong attachments to the staff who are very caring and attentive to their needs. This enables the children to explore their environment with confidence and ensures their emotional well-being is supported exceedingly well.
- Children are safeguarded well. Effective risk assessments help minimise hazards to children. The staff recognise possible signs of abuse and neglect and know what action to take if they have any concerns about a child's welfare.
- Partnerships with parents are strong and effective, which enables parents to feel well informed. Staff know children and their families very well and can provide care and learning that is tailored to their individual needs.
- The manager has a good understanding of the requirements of the Early Years Foundation Stage. She drives improvement to enhance the outcomes for children's care and learning.

### It is not yet outstanding because:

- Partnership working is not fully effective, as the setting does not include the views of parents in the evaluation of the setting.

## What the setting needs to do to improve further

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

- include the views of parents when identifying the setting's strengths and areas for development.

### Inspection activities

- The inspector observed activities in the playroom and the outdoor play area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Sharon Hennam-Dale

## Inspection findings

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

Teaching is good because all staff understand how to promote children's learning and plan for children's next steps in development, based on their ongoing observations of children's play. Consequently, children make good progress, particularly in their personal, social, and emotional development, and in their communication and language development. Staff are skilful at engaging children in constant discussions. They model language during activities and use questions effectively to help develop children's thinking skills. Staff prepare children well for school, by teaching them to recognise numbers and letters. Children regularly choose books to look at and practise their early writing skills. They enthusiastically join in play with staff as they paint, exploring different ways of making prints and patterns with their hands and brushes. Children develop their technology skills as they use the computer and engage in imaginative play as they access role-play resources.

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

Staff provide a nurturing environment where each child is valued. Displays of children's work provides children with a strong sense of belonging. Children learn to respect different cultures, through stories and activities such as food tasting and making sushi. The key-person system supports children very well. Staff work closely with parents to ensure all children are well prepared emotionally when they begin attending. Children have very good manners. They behave very well because staff are good role models and constantly praise children's efforts and achievements. Children learn about the importance of good hygiene routines and wash their hands at appropriate times. The outdoor area is well used to support children's all-round development. Children learn about the world around them as they grow vegetables in the garden, and their physical development is effectively promoted as they pedal a range of different toys around the playground. Staff use visitors, such as the fire service and community police, to reinforce safety messages and help children develop a good understanding of how to keep themselves safe.

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage. They are well deployed to ensure the safety of children and are confident to act if they have any concerns about a child's well-being. Staff use the knowledge gained from their qualifications and training, and make good use of advice from other professionals. There are good induction systems for new staff so they clearly understand their roles and responsibilities. All staff receive ongoing supervision to promote their professional development and ensure their continued suitability. The manager tracks children's progress successfully, to identify and address any gaps in their learning. Although self-evaluation is accurate, parents' views have not been gathered and taken into account. Arrangements are in place to work in partnership with other agencies, including the local schools. This helps to ensure a consistent approach to children's care and education.

## Setting details

<b>Unique reference number</b>	EY235841
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	872547
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of provider</b>	The Goslings Pre-school, Winterley Committee
<b>Date of previous inspection</b>	12 October 2010
<b>Telephone number</b>	07749935583

The Goslings is run by a committee and was registered in 2002. It is open from Monday to Friday, 9.15am to 3.15pm during school term time. The pre-school employs four members of staff, including the manager. Two staff hold appropriate early years qualifications at level 3, one at level 2 and one is unqualified. The pre-school is in receipt of funding to provide free early education for two-, three- and four-year-old children.

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