

Gayton Pre-School

Gayton Primary School, Gayton Road, Heswall, Wirral, Merseyside, CH60 8PZ



Inspection date	21 October 2015
Previous inspection date	3 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children behave well. They take turns and share toys well with one another. Staff are very good role models for children. They consistently adopt a friendly and respectful approach when dealing with both adults and children.
- Key-person arrangements are highly effective. Staff interactions with children are warm and responsive, which supports children to feel confident to explore a range of experiences in a purposeful way.
- Staff use regular observations alongside children's interests to plan interesting activities. As a result, children progress well towards the early learning goals and develop valuable skills they need for the move on to school.
- Staff interact well with children and play alongside them to support their learning. They skilfully question children and introduce new vocabulary. This helps children to learn new words rapidly and talk about their ideas.
- Staff work well with parents and involve them in their children's learning. This contributes to promoting positive outcomes for children. Parents report that communication is good and they praise the staff for their patience, dedication and friendliness.

It is not yet outstanding because:

- Partnerships have not been fully established with other early years settings children also attend, in order to promote a shared approach to meeting their needs.
- Steps taken to provide opportunities for children whose home language is not English to develop and use their home language during play are not fully effective.

What the setting needs to do to improve further

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

- strengthen the links with other early years settings that children also attend to help promote continuity in their learning and development
- strengthen opportunities for children whose home language is not English to develop and use their home language during play.

Inspection activities

- The inspector observed activities in the main playrooms and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector sampled children's learning records, planning documentation and a selection of other records and policies.
- The inspector held meetings with the manager and nominated person and spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Rachel Deputy

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good awareness of the policies and procedures to follow should they have any concerns about children in their care. Children's learning is closely monitored, helping staff to quickly identify and address any gaps in children's learning. The manager and well-qualified nominated person make sure the Early Years Foundation Stage requirements are implemented effectively. Staff are encouraged to be reflective and think about ways to improve. Development plans, such as improvements to the outdoor space, are used to promote continuous improvement. Regular supervisions and formal observations of practice help staff to strengthen their teaching skills. Staff work well in partnership with parents to ensure they involve them in their children's learning. The management team has developed very effective partnerships with teachers at the adjoining school. This means that children are well prepared for the next stage of their learning.

Quality of teaching, learning and assessment is good

The qualified staff team know children well. Staff use regular observations of children's learning to plan appropriate activities that support their development. Staff play alongside children and understand how to build on what they already know, in order to further their learning. For example, children show an increasing awareness of counting and are encouraged to think about the value of numbers during games. Children create using a variety of materials and freely use their own ideas and choices in their designs. Staff skilfully build on children's interests to help them develop early literacy skills and promote language development. As children notice the autumn leaves falling, staff talk to them about seasonal changes, such as when animals hibernate. Children excitedly bury their toy hedgehog under some leaves in the garden and tell it to hibernate. This helps them to learn about the natural world and use new words in the right context.

Personal development, behaviour and welfare are good

Warm and caring staff support positive relationships with children so that they build strong emotional bonds. Parents report that staff are knowledgeable and keep them well informed about their children's progress. Staff offer regular meetings to parents to ensure children's individual needs are met. This also helps staff to be aware of changes that may affect the children's well-being. Children develop their independence skills well through familiar daily routines. Staff use snack times to help develop children's understanding of healthy lifestyles, for example, as they talk about eating nutritious foods. Staff are good role models and children behave well. For example, older children are kind and patient with their younger peers. Staff are calm and patient in their approach, which is appropriate to the age and understanding of each child. They talk to children about safe behaviour and make them aware of risks, such as talking with food in their mouths.

Outcomes for children are good

Children make good progress relative to their starting points. They are settled and happy. Staff actively encourage children to develop a love of books and writing, and children confidently attempt to write their own names on their work.

Setting details

Unique reference number	306391
Local authority	Wirral
Inspection number	871793
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	38
Name of provider	Gayton Pre School Committee
Date of previous inspection	3 November 2011
Telephone number	0151 342 8538

Gayton Pre-School was registered in 1991. The nursery employs 10 members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one member of staff has a degree in Early Childhood Studies and the manager holds Qualified Teacher Status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

