

Gooseberry Green Pre School Nursery Ltd

Rosebay Avenue, Billericay, Essex, CM12 0GH



Inspection date

11 November 2015

Previous inspection date

12 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Staff use their good knowledge and observations of children to inform the planning of their next steps. This contributes towards children making good progress across the seven areas of learning.
- Children's communication and language development is supported effectively. Staff engage in constant discussion, introduce new vocabulary and model language during their activities.
- A caring and sensitive staff team provides a nurturing environment. This gives children a strong sense of belonging and promotes their well-being.
- Staff have developed good links with the local primary schools. This helps to create a consistent and complementary approach to children's learning.

It is not yet outstanding because:

- Some aspects for monitoring the performance of staff are not yet fully embedded in order to extend opportunities for staff to build on their skills and reflect on their practice, to further enhance the quality of the provision.
- Initial information gathered from parents about children's prior skills and capabilities is not always comprehensive enough to enable staff to support children's progress as well as possible from the start.

What the setting needs to do to improve further

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

- focus more precisely on the methods used to evaluate staff performance and drive the quality of teaching in the pre-school to an even higher level
- increase the information gained from parents when children first attend to provide staff with a clearer picture of children's starting points and help plan their progress from the start.

Inspection activities

- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager and spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.

Inspector
Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good knowledge of the robust safeguarding procedures in place, and understand their roles and responsibilities for child protection. Staff contribute to the self-evaluation system and views are sought from parents and children. This helps the manager to have an accurate view of the quality of the provision, in order to secure continuous improvement. Staff are well-qualified and are encouraged to further their professional development as they attend regular staff meetings and training opportunities. This helps to support the good progress that children make.

Quality of teaching, learning and assessment is good

Staff plan a balance of adult-led and child-initiated activities across all seven areas of learning. This helps all children, including disabled children and those with special educational needs, and children who speak English as an additional language, to make good progress. Staff provide a good variety of interesting and challenging activities to engage and motivate the children in their play. For example, older children have excellent opportunities to learn about letters and sounds. Children learn about mathematical concepts, such as shapes and size, during everyday play. They have access to technology as they confidently use the computer and mouse. This helps to develop their fine motor skills and coordination. Children sit happily with staff and listen to stories during group time, which helps to support their developing interest in books and their early reading skills. Parents are kept informed of their children's progress through daily communication and they speak highly of the care and education their children receive.

Personal development, behaviour and welfare are good

Staff know the children well and this helps to meet their individual needs. For example, staff recognise if children feel unsettled when they arrive and gently encourage them to join in the activities. A strong key-person system is in place and all children form close attachments. The environment provides opportunities for children to initiate their own play, as they confidently select their own resources. Children's own work and photographs are displayed around the pre-school to help them have a sense of belonging and feel emotionally secure. Children's physical development is promoted well and daily activities in the garden help them to be active. For example, children enjoy exploring the mud kitchen and riding on wheeled toys. Staff act as good role models and they use a calm and consistent approach. This helps children to understand appropriate behaviour and expectations within the pre-school.

Outcomes for children are good

Staff help children prepare for their next stage in learning or move to school. Regular progress checks are in place for all children, and staff understand the importance of tracking children's progress. This supports children to reach their full potential. Staff use this information to plan interventions, so that any gaps in learning for children are closing.

Setting details

Unique reference number	EY427581
Local authority	Essex
Inspection number	850160
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	40
Number of children on roll	95
Name of provider	Gooseberry Green Pre School Nursery Limited
Date of previous inspection	12 October 2011
Telephone number	07800919638

Gooseberry Green Pre School Nursery Ltd was registered in 2011. The pre-school employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications, including one with Early Years Professional status. The pre-school opens Monday to Friday all year round. Sessions are from 8.30am until 3.30pm on Monday, Wednesday, Thursday and Friday, and from 8.30am until 12.30pm on Tuesday. The pre-school provides funded early education for two-, three- and four-year-old children.

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