

Gillingham Early Years

Gillingham Early Years, Loddon Road, Beccles, Suffolk, NR34 0LD



Inspection date

2 December 2015

Previous inspection date

7 February 2012

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

- The quality of teaching is good. Well-qualified staff ask children questions that effectively encourage them to think critically and extend their learning.
- Staff have developed good relationships with other professionals. This helps them to provide additional support for children with identified gaps in their learning and development.
- The thoughtful organisation of the outdoor environment and the varied range of resources encourage children to explore and investigate. This helps them to gain independence in their learning and prepares them well for their future move to school.
- Staff are good role models, building and extending on children's range of vocabulary. They praise children, helping them to recognise their own achievements and raising their self-esteem and emotional well-being.
- The manager and staff team continuously use a variety of strategies to evaluate the provision. This helps to drive improvement which benefits children and results in a service that is continually improving.

It is not yet outstanding because:

- Strategies currently in place to drive the quality of staff's practice and teaching to a higher level are not yet fully effective.
- Staff do not always obtain detailed information from parents about their children's learning abilities and skills when they first start.

What the setting needs to do to improve further

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

- develop the methods used to evaluate staff's performance to drive the quality of teaching in the pre-school to a higher level
- seek more detailed information from parents about children's learning and development abilities on entry, in order to inform more precise initial planning.

Inspection activities

- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- 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 the inspection.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.
- The inspector held a meeting with the manager and spoke with the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. Staff regularly assess risks and implement a range of policies and procedures to help keep children safe. This helps to ensure that safeguarding requirements are met to promote the safety of children. Staff meetings and regular supervisions are well organised, enabling them to effectively work together as a team. Staff are supported to attend training and further their professional development. Staff have made strong links with the local schools. This helps to prepare children well for their future moves. The pre-school values the role of parents. This contributes towards children benefiting from a consistent approach to their care and learning.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children's progress to recognise their achievements and identify their next steps in learning. These observations are then used by staff to inform the weekly planning. Children participate in physical activities indoors and outdoors which support their development effectively. They enjoy climbing, running and manipulating different materials. Staff are enthusiastic and motivate children to take part and learn. Staff support older children in learning how to write their names which helps them to develop their early writing skills. Children settle well and parents state that they are happy with the service they receive and are given information regarding their child's progress. Children are confident to share their ideas with staff. For example, children sit with a staff member while building with different materials. They talk about what they are building and how they are going to achieve this. Older children have access to everyday technology as they confidently use the computer which helps to develop their fine-motor skills and coordination.

Personal development, behaviour and welfare are good

Children and their parents and carers are warmly welcomed into a safe and inviting environment. Children move around the setting freely and enjoy using an extensive range of easily accessible resources. An effective key-person system is in place which encourages parents to share ongoing information to meet children's care needs and routines. All staff show kindness and respect, and value children's views and opinions. They are sensitive to children's needs and this effectively supports their emotional well-being. Children learn to respect people's differences as they explore and celebrate their own cultures and beliefs and those of others. Staff teach children how to identify and manage everyday risks, such as how to climb safely on resources in the outdoor play area.

Outcomes for children are good

Accurate systems are in place to evaluate the progress of different groups of children. This helps to promptly identify any need for early intervention and supports all children, including disabled children and those with special educational needs, to make good progress in their learning.

Setting details

Unique reference number	EY434071
Local authority	Norfolk
Inspection number	874608
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	34
Name of provider	Tonia Luckham
Date of previous inspection	7 February 2012
Telephone number	01502 471861

Gillingham Early Years was registered in 2011. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications. The pre-school opens from Monday to Friday, term time only. They hold an occasional holiday club depending on demand from parents. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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