

Gorsewood Pre-School Playgroup

Gorsewood School, Gorsewood Road, Murdishaw, RUNCORN, Cheshire, WA7 6ES



Inspection date

4 October 2016

Previous inspection date

2 May 2014

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

- Staff have a good understanding of the learning and development requirements of the early years foundation stage. They observe children as they play and plan well, using their good knowledge of children's interests.
- Children enjoy playing with a wide selection of high-quality toys and resources. Activities are based on children's interests and the environment is adapted to support their learning well. This contributes towards children being motivated and exploring freely.
- Staff form secure and trusting bonds with children and parents. Good relationships with other agencies and professionals involved in children's learning and care are firmly established. This means that children's educational and care needs are effectively met and they are supported in their ongoing development.
- The manager and staff have a clear vision for the setting. Action plans highlight areas they would like to improve. Parents and children are regularly asked to share their views and contribute their ideas on the quality of service provided.

It is not yet outstanding because:

- Staff do not make the most of routine times of the day, to extend and build on children's existing skills and allow them time to think and complete tasks.
- Although, the manager has introduced supervision sessions, these are not yet securely embedded across the team to support staff to share best practice with each other and raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- review routine times of the day and provide even more opportunities for children to follow through their own thinking, complete tasks in their own time and do things for themselves
- embed supervisions even further and include even more opportunities for staff to extend their knowledge, share best practice across the team and raise the quality of teaching to the highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, such as the pre-school's self-evaluation, children's records, risk assessments and evidence of the suitability of staff working in the pre-school and the pre-school's policies and procedures.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

Inspector

Donna Birch

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The setting is safe and secure. The manager and staff carry out regular risk assessments, both indoors and outside. This further ensures children's safety. Documentation, such as accident records, are in place and staff know how to respond to accidents. Practice is underpinned by a good range of policies and procedures that are effectively implemented by all staff. A robust recruitment procedure is in place and a thorough induction programme is completed by staff. Staff are well-qualified and deployed effectively. This means ratios are well-maintained and children are supervised well. The management team is dedicated and has high expectations of staff. Many different courses are accessed and staff are proactive in ensuring knowledge gained from these are effectively implemented in the setting. The management team monitors the progress made by different groups of children. They analyse this information and plan effectively to help close any gaps in children's learning.

Quality of teaching, learning and assessment is good

Children play purposefully and demonstrate good communication, language and literacy skills. For example, younger children use their fingers and hands to make marks in a gloop mixture. They develop their small-physical skills as they pat, squeeze and poke the mixture. Additionally, they explore using their senses and describe the texture and smell of the gloop. Older children make meaningful marks and use the interactive whiteboard and pens to write their names and draw their favourite people. This also supports children to develop their information, communication and technology skills. Older children, overall, use descriptive language effectively to elaborate their ideas. Staff use effective questioning to widen children's vocabulary and extend their ideas. Staff encourage children to count during everyday routines. This contributes to them learning effective mathematical skills.

Personal development, behaviour and welfare are good

Children's individual needs are very well met. Effective settling-in sessions ensure that the move from home to the setting is smooth. Staff are vigilant in ensuring children's unique dietary requirements are met. Children are well behaved and thrive on the individual attention received from the staff who speak to them gently and consistently boost their self-esteem. Overall, staff make some good use of routine times to encourage children to be independent. For example, by giving them appropriate responsibility to undertake tasks, such as helping to tidy up and pouring their own drinks at snack. Children develop good self-care skills and are competent in managing their personal needs relative to their ages.

Outcomes for children are good

Children are eager to learn and are developing good social skills. They work together well and are learning to be independent. Children are very well supported by staff as they move between settings. All children, including those who have special educational needs or disability make good progress in their learning from their starting points. They are well prepared for the move to school.

Setting details

Unique reference number	303476
Local authority	Halton
Inspection number	1074431
Type of provision	Sessional 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	24
Number of children on roll	43
Name of registered person	Gorsewood Pre-School Playgroup Committee
Registered person unique reference number	RP907845
Date of previous inspection	2 May 2014
Telephone number	01928 890 290

Gorsewood Pre-School Playgroup was registered in 2001. The setting employs six members of childcare staff. Of these, five staff hold appropriate early years qualifications at level 3 and one is qualified at level 4. The setting opens Monday to Friday, term time only. Sessions are from 8.45am to 11.45am and 12.20pm to 3.20pm. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who have special educational needs or disability.

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