

Gaggle Nursery And Preschool

The Cottage, Lower Station Road, Dartford, DA1 3PY



Inspection date	30 January 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 leadership team is strong. The provider and manager demonstrate a good understanding of their roles and responsibilities. They are committed to improving all aspects of the provision to provide a high-quality service.
- Children are happy and well behaved. They develop a sense of respect and understanding for one another and show empathy for their friends. They follow consistent guidance from staff and are encouraged to share and take turns as they play alongside each other.
- Parents and staff work effectively in partnership. Parents are encouraged to contribute what they know about their children's learning and experience from the start. This helps staff to meet the needs of the children effectively. Staff regularly share information about children's progress with parents, who are extremely happy with the provision.
- Both the leadership team and staff have effective partnerships with external agencies and other professionals, which help them to meet children's individual requirements. This helps children, including those with additional needs, to make good progress.

It is not yet outstanding because:

- Not all staff make precise use of assessments to plan as effectively as possible for the next steps in children's learning.
- Staff sometimes misses opportunities for children to learn to do things by themselves so that they become even more independent.

What the setting needs to do to improve further

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

- ensure all staff make more precise use of assessment and their knowledge of children to guarantee that opportunities planned to support children's next steps are more fully matched to their abilities
- encourage children to do more things for themselves during their everyday routines, to fully support their independence.

Inspection activities

- The inspectors observed the quality of teaching and assessed the impact this has on children's learning.
- One of the inspectors completed a joint observation with the manager.
- The inspectors took into account the views of parents and carers spoken to on the day of the inspection.
- The inspectors sampled documentation, including children's learning and assessment records, and planning documentation.
- The inspectors checked evidence of the suitability and qualifications of the staff working with the children and the provider's self-evaluation and improvement plans.

Inspector

Anja Eribake

Inspection findings

Effectiveness of the leadership and management is good

Leaders and staff fully understand the requirements of the early years foundation stage. Safeguarding is effective. Leaders use thorough procedures to help ensure that staff are suitable to work with children. All staff have a secure knowledge of the procedures to follow should they have concerns about children's welfare. Leaders monitor staff's performance to identify their professional development needs and improve their skills. They also monitor children's progress to pinpoint and promptly close any gaps in their learning. Leaders seek and consider the views of staff, parents and children as they carry out effective self-evaluation. This helps them to identify areas for improvement and set targets, which have a positive impact on children's learning and care.

Quality of teaching, learning and assessment is good

Staff create an interesting learning environment which takes account of children's interests and needs. They join in with activities and support children's learning. For example, when younger children enjoyed playing with flour containing lentils and barley, staff encouraged them to explore textures and learn new words such as 'smooth' and 'white'. Staff have a good focus on communication and language. They use effective strategies to extend children's vocabulary. For example, staff use visual aids and signs during activities to support children who speak English as an additional language and those with speech and language difficulties. This helps all children to make good progress in communication and language development.

Personal development, behaviour and welfare are good

Staff know children well and respond to their needs, helping them to feel emotionally secure. For example, they recognise when children are tired and offer them time to rest before continuing with what they are doing. The effective key-person system helps staff to settle children and work closely with parents. Staff are positive role models for children. They create a happy, nurturing and inclusive environment. This helps children to freely share their ideas and opinions and develop good social skills. Children understand the importance of good hygiene routines, such as washing their hands before meals. Staff encourage children to eat healthy foods and snacks and provide daily opportunities for them to get fresh air and exercise. For example, pre-school children enjoy walking to the local library and learning about road safety and the community they live in.

Outcomes for children are good

All children make good progress. Effective intervention from staff helps those children with lower starting points to make rapid progress and catch up in their learning. Children develop good early reading, writing and number skills which help to prepare them for moving on to school.

Setting details

Unique reference number	EY498708
Local authority	Bexley
Inspection number	1083135
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	0 - 5
Total number of places	50
Number of children on roll	80
Name of registered person	Super Start Limited
Registered person unique reference number	RP900920
Date of previous inspection	Not applicable
Telephone number	01322836541

Gaggle Nursery and Preschool registered in 2016. The nursery is open from 7.30am to 7pm from Monday to Friday throughout the year. The nursery receives funding to provide free early education to children aged two, three and four years. There are 17 staff; of these, one holds an early years qualification at level 4, nine hold qualifications at level 3, and three staff are qualified to level 2. Four members of staff are unqualified and are working towards qualifications.

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.

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