

Gawber Preschool

St. Thomas Parish Hall, Church Street, Gawber, BARNSELEY, South Yorkshire, S75 2RJ



Inspection date

Previous inspection date

9 February 2017

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff have established incredibly strong working partnerships with the local school. Children are provided with consistent support through times of change.
- Staff are devoted to their focused responsibilities within the nursery. They work very effectively with other professionals and parents to improve outcomes for children. All children, including those who have special educational needs and/or disabilities, make good individual progress.
- Parents are provided with great opportunities to be involved in their children's learning. They speak very highly of the staff and explain how their children have become increasingly self-assured since starting at the pre-school.
- The exceptional key-person system fully promotes children's emotional well-being and helps them to develop secure and trusting relationships.
- Staff foster children's personal development extremely well. Children's positive behaviour and kindness are shared and celebrated, helping them to feel extremely proud of their achievements.
- Children develop an excellent understanding of how to stay safe and manage risks. They use a clipboard and checklist to help staff identify and address safety issues.

It is not yet outstanding because:

- Systems to monitor staff do not yet have a strong enough emphasis on incisively evaluating their practice to help raise the quality of teaching to an outstanding level.
- Information gathered from assessment is occasionally not used well enough to precisely focus future planning so that children are supported to make even more rapid progress in all areas of learning.

What the setting needs to do to improve further

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

- strengthen the arrangements for the supervision of staff to focus more precisely on raising the quality of teaching to an exceptional level
- use information gained from assessment more effectively so that planning for children's future learning is precisely focused on each child's individual learning needs and increases the potential for them to consistently make rapid progress in all aspects of their learning and development.

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 spoke with staff and children during the inspection.
- The inspector completed joint observations with the pre-school manager, who is also the provider.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jane Tucker

Inspection findings

Effectiveness of the leadership and management is good

The management team is very dedicated and committed to its roles. They use many methods to evaluate their provision, such as quality improvement programmes. The management team is proactive in making positive changes that benefit children. The arrangements for safeguarding are effective. All staff complete child protection training. Their knowledge is constantly tested through on-the-spot questioning and safeguarding audits. The management team attends local area group meetings to help ensure that they continuously keep up to date on all aspects of safeguarding practice. Staff have a good knowledge about how to support children's welfare. Safe recruitment and vetting procedures are followed and there is a thorough induction programme. This helps to ensure that staff are suitable for their roles.

Quality of teaching, learning and assessment is good

Staff are qualified and experienced and this is reflected in the skilful way they support children's learning. Teaching is consistently good and, in some instances, outstanding. Staff use the same teaching strategies as the local school to enhance children's early reading, writing, speech and language skills. This helps children to become familiar with these learning methods in preparation for when they move on to school. Young children enjoy singing along to favourite songs and rhymes. Older children develop an awareness of the sounds letters represent and are beginning to blend these together to make words, such as cat and mat. Staff place printed materials, pens and notebooks in each area of the pre-school. Children readily use these in their play, developing their literacy skills further. Staff put factual books alongside toy animals to help children make links in their learning and extend their understanding of the world.

Personal development, behaviour and welfare are outstanding

Highly effective settling-in procedures allow staff to meet children's individual needs from the start. Children are incredibly happy and secure. They explore the extremely well organised and homely environment with confidence and ease. Children learn how to lead a healthy lifestyle. They enjoy nutritious meals and snacks and follow high standards of hygiene practice. Children benefit greatly from daily fresh air and physical exercise. They take part in dance activities, such as 'busy feet' sessions. Children also listen to calming music and have quiet times after lunch. This gives them opportunities to learn about the positive effect both exercise and rest have on their body. Children develop an excellent understanding of the celebrations of people from backgrounds different to their own.

Outcomes for children are good

Children are keen to learn and acquire the skills they need for their future learning. They are sociable and develop positive relationships with their friends. Children assuredly have a go at doing things for themselves, such as putting on and taking off their coat and shoes. They find their own name card to register their arrival. Boys show how they can use their imagination as they work together outdoors to construct their ghost hunting house. Children are encouraged to count and use simple calculation as they add ingredients together to make play dough.

Setting details

Unique reference number	EY479138
Local authority	Barnsley
Inspection number	989476
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	44
Number of children on roll	92
Name of registered person	Gawber Preschool Limited
Registered person unique reference number	RP533786
Date of previous inspection	Not applicable
Telephone number	07954601727

Gawber Preschool was registered in 2014. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday all year round, except for two weeks at Christmas. Sessions are from 7.30am until 5.45pm. The pre-school offers funded early education for two-, three- and four-year-old children.

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