

# Gooseberry Green Pre school



Hogarth Primary School, Riseway, Brentwood, Essex, CM15 8BG

<b>Inspection date</b>	23 February 2017
Previous inspection date	28 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children enjoy learning through play at the pre-school. They are happy and confident and settle well. They form strong bonds with staff who are caring and attentive. This helps children to feel safe and secure.
- Children quickly learn the routines of the pre-school and their behaviour is good. Staff have clear expectations for children's behaviour. They offer consistent guidance that supports children's growing understanding of rules and boundaries.
- Staff work in partnership with parents to support children's learning needs. They ask parents for information about children's development from the beginning and provide ideas for home learning. Any gaps in children's learning are quickly identified and appropriate support is provided.
- Staff receive regular training opportunities to help to develop their skills. They draw on the knowledge they have gained to provide fun and challenging activities for children that support their overall development.
- Children make good progress in their learning. Staff review what works well and identify any areas that need to improve. They have maintained good outcomes for children since the last inspection.

### It is not yet outstanding because:

- Rigorous monitoring of staff practice is not yet fully embedded in order to pursue excellent quality teaching and outcomes for children.
- Parents are not always offered a variety of ways to provide feedback and suggestions for improvements to the setting.

## What the setting needs to do to improve further

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

- monitor staff practice more rigorously to improve the potential for delivering excellent quality teaching and raising outcomes for children to outstanding
- increase opportunities for parents to contribute their ideas and feedback on the activities and services provided.

### 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 carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, children's records, and policies and procedures. She also discussed self-evaluation.

### Inspector

Jennifer Forbes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff receive regular information about changes to local safeguarding procedures and share their policies with parents. Staff fully understand their responsibilities to protect the children in their care. Daily risk assessments ensure that staff keep children safe. Recruitment procedures are rigorous and new staff are supported well. Leadership is good. The manager meets regularly with individual staff to discuss planning and training needs. Staff are entirely familiar with their roles within the pre-school and carry them out effectively. Staff use their skills well and are encouraged in their continuous professional development.

### Quality of teaching, learning and assessment is good

All children achieve well and make good progress during their time in the pre-school. Children have good communication and language skills. Staff engage them in conversation, extend their vocabulary and ask them questions. Staff use pictures, signs and words that children hear at home to support those who are learning to speak English as an additional language. They listen intently as children talk about things that happen at home. They build children's interests and experiences into planned activities to enhance their enjoyment in learning. Children are eager to explore the pre-school environment and they interact well with other children. Staff are playful with them and encourage their imagination through role play. For example, when children pretend to be shopkeepers, staff teach them how to weigh and scan their items using a toy cash register. They teach children about counting, sorting and numbers, this helps to develop their mathematical skills well.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy the sensory activities provided. For example, they squeeze marshmallows through their fingers and revel in the oozy and stickiness. Staff make learning fun for the children. Children love exploring the natural environment outside and develop their physical skills. They pretend to cook leaves in the mud kitchen. They balance vegetables on wooden spoons and pretend to make soup. Staff teach children about healthy food through activities and they provide a healthy hot meal for their lunch. Children are considerate to each other and ask for sand timers to help them share with their friends. Staff provide resources that help children to learn about people and communities. Children learn about disabilities and different traditions and customs. They learn respect and understanding for different ways of life.

### Outcomes for children are good

Children learn to be independent from an early age. They wash their hands before snack time and serve themselves food. Older children are well prepared for school. Children learn about letters and their sounds. They enjoy sharing books and understand that words have a meaning. Children recognise numbers, shapes and colours. They learn about the lifecycle of a butterfly and grow plants from seeds.

## Setting details

<b>Unique reference number</b>	EY355238
<b>Local authority</b>	Essex
<b>Inspection number</b>	1064985
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Gooseberry Green Pre-School Partnership
<b>Registered person unique reference number</b>	RP527001
<b>Date of previous inspection</b>	28 February 2013
<b>Telephone number</b>	01277 236 737

Gooseberry Green Pre school was registered in 2007. It is situated in Brentwood, Essex. There are eight members of staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school provides term time sessions from 8.45am to 11.45am and 12.30pm to 3.30pm on Mondays, Wednesdays and Thursdays, with an optional lunch, and from 8.45am to 11.45am on Tuesdays and Fridays. The pre-school receives early education funding for two-, three- and four-year-old children.

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