

# The Goslings

Winterley Methodist Church, Crewe Road, Winterley, Sandbach, Cheshire, CW11 4RP



## Inspection date

30 March 2017

Previous inspection date

11 May 2015

<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

- The quality of teaching is good. Interactions between the staff and children are used effectively to support all aspects of children's development. Staff challenge children's thinking well, such as through a good range of questioning.
- A strong key-person system ensures that children form close relationships with the staff. Staff are responsive to children's needs. They place an emphasis on developing children's emotional well-being, including supporting their good self-esteem.
- Staff have a good understanding of how children learn. They provide children with high-quality learning experiences that support their next steps for learning and interests. Children make good progress.
- Partnerships with other settings and professionals are good. Local schools are invited into the setting and their input gathered into how to best prepare children for the move to school.

### It is not yet outstanding because:

- At times, staff do not make use of the information taken from their precise assessments of children's learning, for example, to update parents fully about their children's current level of development and progress.
- Leaders are still in the process of embedding the system for monitoring staff performance and identifying their professional development needs fully, particularly to help staff keep up to date with current best practice.

## What the setting needs to do to improve further

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

- provide parents with more detailed information regarding their children's current level of development, to keep them better informed about their child's progress
- consider all available options when monitoring staff performance to increase further their professional development opportunities, particularly to help staff keep up to date with current best practice and improve the good quality of teaching to a higher 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 pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as policies and procedures, children's developmental journals and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Lynsey Hurst

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to identify possible signs that may raise cause for concern. They are fully aware of what to do should they have any concerns about a child's welfare. The manager effectively identifies areas of improvement, while considering the views of parents, the committee, staff and children. Partnerships with parents are generally good. Information about children's skills and abilities are gathered on entry to support their initial assessments. Parents are complimentary about the setting and comment that their children take part in a range of learning experiences. Regular monitoring of progress helps staff to address any gaps in children's learning quickly.

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

Staff have a good awareness of children's individual needs and interests. They make regular observations of children and accurately assess their individual progress. Children's knowledge of the world is good and staff know how to extend this further. For example, children have access to a range of resources, such as globes and world maps. Staff engage them in meaningful discussions about features and foods of different countries. Children engage in making foods from different cultures and they talk confidently about the pyramids and their history. Staff deploy themselves effectively to monitor children's play and offer support when needed. Staff promote children's early literacy and mathematical skills well. For example, they introduce children to letters and the sounds they represent, and numbers and mathematical language, such as weight and volume.

### Personal development, behaviour and welfare are good

Children benefit from a caring and nurturing environment. Staff prioritise their well-being and children demonstrate they feel safe and secure in their environment. Staff challenge children to be independent learners and praise them for their efforts. Staff are good at promoting children's independence and self-care skills. For example, during role play, children are encouraged to dress themselves and put on their shoes. Children serve themselves drinks throughout the day and manage their personal hygiene needs appropriately for their age. Staff provide them with healthy snacks and drinks, and children have a good understanding of what foods promote their health and growth. For instance, they are aware of how exercise affects their bodies, and talk about being out of breath and needing a drink because they are running around.

### Outcomes for children are good

Children make good progress in their learning from their starting points, including those who attend the setting on a funded place. They acquire the skills, knowledge and attitudes to learning that prepare them well for starting school. They can write their own names, identify letters and numbers and use them confidently in their play.

## Setting details

<b>Unique reference number</b>	EY235841
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1091481
<b>Type of provision</b>	Full-time 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>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	The Goslings Pre-school, Winterley Committee
<b>Registered person unique reference number</b>	RP524927
<b>Date of previous inspection</b>	11 May 2015
<b>Telephone number</b>	07749935583

The Goslings registered in 2002 It is based in Winterley, in Sandbach, Cheshire. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9.15am until 3.15pm. The nursery provides funded early education for children aged two, three and four years.

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