

Gorsybank Pre-School

Heathfields County Infants School, Saxon Close, Wilnecote, Tamworth,
Staffordshire, B77 5LU



Inspection date

11 July 2017

Previous inspection date

12 March 2015

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

- The quality of teaching is strong. Older children develop good literacy skills and imagination as they engage in story-telling activities. Staff challenge and build upon the children's thinking and understanding of stories through effective questioning.
- Accurate observations and assessments are completed regularly. Clear next steps for learning are identified and shared with all staff. This helps them to provide consistency in supporting children's individual learning needs during play and interactions. All children, including those who have special educational needs and/or disabilities are making good progress.
- The manager and the committee have a strong drive and commitment to provide a high-quality pre-school. Robust and regularly updated self-evaluation identifies strengths and clear areas for improvement. It takes into account the views of staff, parents and children.
- Children quickly form close relationships with their key person. Staff are responsive to children's individual needs and place a strong emphasis on developing children's social and emotional well-being. Children are happy, settled and confident in their environment.

It is not yet outstanding because:

- The process for the monitoring of staff performance is not fully embedded in practice to ensure the quality of teaching remains strong or is improving.
- Staff do not always provide younger children with opportunities to develop their understanding of how healthy foods and exercise can promote healthy lifestyles.

What the setting needs to do to improve further

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

- extend the processes for monitoring staff performance to help staff build upon their current skills to ensure the quality of teaching remains strong or is improving
- provide younger children with more opportunities to develop their understanding of healthy foods and exercise and how this can support their growth 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 completed a joint observation with the pre-school manager and discussed the quality of teaching within the pre-school.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as children's developmental records, policies and procedures 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. A comprehensive range of policies and procedures are reviewed regularly. Staff have good safeguarding knowledge and are clear about their role in protecting children from harm. Close partnerships with the host school support children with their preparation for school. Shared outdoor learning environments enable children to interact and build relationships with future teachers. The management team accurately tracks and monitors children's progress. They use this information to ensure that all children have access to learning opportunities that support all areas of learning. Additional funding is used well to provide children with targeted programmes of support and gaps between the different groups of children are closing. Systems for staff supervision and regular staff meetings ensure that staff are supported well in meeting the needs of the children. Regular information sharing between staff ensures that they have an accurate understanding of children's skills and abilities.

Quality of teaching, learning and assessment is good

Staff promote children's mathematical skills well. For example, younger children are challenged to find the number of objects to the value of the number of the week. They identify the number and understand that if they have one object then they need two more to make three. Partnerships with parents are strong. In-depth information is gathered from parents on entry to the setting to support initial assessments. This helps staff to support children's learning from the start. Ongoing assessments are shared regularly with parents to ensure they have an accurate understanding of their child's current level of achievement. Parents talk positively about the pre-school and the information that is shared.

Personal development, behaviour and welfare are good

Children are independent learners. They have access to a good range of resources that they use to extend their child-initiated play. Regular free-flow access to the outdoor learning environment ensures that those children who prefer to learn outside have opportunities to develop their skills. This also helps to promote good health and physical well-being. Children are well behaved, well mannered and understand the expectations of the pre-school. They confidently manage their personal hygiene needs appropriately for their age.

Outcomes for children are good

Children are enthusiastic, motivated and keen to explore and try new activities. This helps them to develop the skills, knowledge and attitudes to learning that prepare them for the move to school. They develop close friendships and engage with their peers, sharing learning experiences. Children count independently and actively solve problems. Children use information technology resources and engage in them independently. Children make good progress in their learning from their starting points, including those who attend the pre-school on a funded place.

Setting details

Unique reference number	EY310420
Local authority	Staffordshire
Inspection number	1092391
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	54
Number of children on roll	85
Name of registered person	Gorsybank Pre-School Committee
Registered person unique reference number	RP910052
Date of previous inspection	12 March 2015
Telephone number	01827 289532

Gorsybank Pre-School was registered in 2005. The pre-school employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above, including one at level 5 and one at level 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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