

# Gamesley Early Excellence Centre



Gamesley Early Excellence Centre, Winster Mews, GLOSSOP, Derbyshire, SK13 0LU

## Inspection date

28 July 2017

Previous inspection date

10 April 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Children make excellent progress during their time in the day care. All groups of children are very well prepared for the next stage in their learning, including starting school.
- The highly inspiring head of centre and the leadership team provides staff with exceptionally clear and purposeful direction. Staff have created a stimulating environment to enhance children's enjoyment and adventures in learning. There is a relentless drive for further improvement from the experienced and well-qualified staff.
- Staff ensure that children are safe, secure and confident as they take part in the many challenging activities. They are caring and vigilant. They help children to become happy, inquisitive and adventurous.
- Children settle smoothly and promptly into the day care when they first start. Staff form strong bonds with the children's parents and carers, and work very closely with them to support children's care and learning needs extremely well.
- Staff make excellent use of their knowledge of children's interests and achievements to provide children with imaginative experiences to help them reach the next steps in their learning. They have a thorough understanding of the learning and development needs of babies and children.
- The staff make very good use of additional funding to ensure all children make rapid progress and to address any gaps in their learning. Leaders skilfully analyse the achievement of all groups over time to ensure consistently high standards are reached.

## What the setting needs to do to improve further

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

- build on strategies, including the systematic use of praise and reward, to further enhance children's very good emotional development and evaluate the impact on their learning.

### 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 head of centre.
- The inspector held a meeting with the head of centre. He looked at relevant documentation and evidence of the suitability of staff working in the day care.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Sharply focused professional development arrangements and procedures to evaluate the quality of provision support continuous development. The leadership makes excellent use of the views of staff, parents and children to identify, and speedily address, challenging priorities for further improvement. Leadership has identified opportunities to explore strategies, including the use of praise and rewards, to further develop children's very good emotional well-being. Leaders appreciate the importance of thoroughly evaluating the impact on children's achievements. Safeguarding is effective. Staff are very well trained in child protection and first-aid procedures. They act promptly to keep children safe from harm. The head of centre ensures that staff maintain a high standard of record keeping to support the excellent quality of care they provide.

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

Staff frequently and accurately assess children's achievements. They plan innovative activities that thoroughly engage all groups of children and promote all aspects of learning. They make very good use of children's interests to deepen their learning. For example, staff make excellent use of floor robots to help children follow trails and build their knowledge of the life cycle of butterflies. They help babies and children to understand about the world around them through, for example, frequent exciting visits to animal centres, shops and sports activities. Staff use a wide range of strategies, including thoughtful questions and well-chosen vocabulary, to extend children's communication skills and promote achievement in reading, writing and mathematics.

### Personal development, behaviour and welfare are outstanding

Staff are excellent role models and promote high standards of behaviour. Children are helped to be gentle and thoughtful to each other. They follow instructions very well and learn to stay safe in different situations, such as crossing the road or learning to swim. Staff make excellent use of mealtimes, for instance, to promote healthy lifestyles and develop social skills. Parents frequently comment on how successfully staff help children to enjoy different types of food that they will not even try at home. Children develop a strong sense of fairness and tolerance through the many charitable activities they participate in, including sponsoring children's education in Third World countries.

### Outcomes for children are outstanding

Children's physical skills are very well developed. For example, they learn to control two-wheeled bicycles with great efficiency and control. They are imaginative and creative in their play and develop their knowledge very well. They learn to concentrate and persist at a chosen task. They develop an excellent knowledge of letters and the sounds they represent. Some children write simple sentences with a high level of independence, such as 'I like smelling apples, bananas and grapes'. Children count, order and add numbers to 20 and beyond in many different situations. They fully enjoy singing and performing action rhymes.

## Setting details

<b>Unique reference number</b>	EY340480
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1102056
<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>	0 - 11
<b>Total number of places</b>	91
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Gamesley Early Excellence Centre Childcare CIC
<b>Registered person unique reference number</b>	RP907623
<b>Date of previous inspection</b>	10 April 2014
<b>Telephone number</b>	01457 728951

Gamesley Early Excellence Centre re-registered in 2006. It operates from a purpose-built centre and the Geoffrey Allen Centre in Gamesley near Glossop, Derbyshire. The centre provides nursery education, day care, family support, creche and out-of-school facilities. The setting is open five days a week for 51 weeks of the year, except for bank holidays and concessionary holidays. Opening hours are from 7.30am to 6pm. The setting employs 36 members of staff who work with children. Of these, 30 hold an appropriate early years qualification at level 2 or above. The setting provides funded early education for two-, three- and four-year-old children.

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