

# Gingerbread Pre-School

The Bakers Hall, Crossfield Way, Frinton On Sea, CO13 0LL



**Inspection date** 8 November 2017  
Previous inspection date 17 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of changes to the pre-school committee.
- Staff do not always provide enough challenge for the older children.
- Occasionally, the monitoring of assessments of some children is not rigorous enough to swiftly identify any emerging gaps in achievement.

### It has the following strengths

- Teaching is good. Staff interact positively with children during play. For example, they join in their pretend games, making suggestions and asking questions to develop children's creativity and imaginations well.
- The key-person system is effective. Children are given good emotional support when settling in to the pre-school. Strong bonds are established and children soon grow in confidence and become active learners.
- Staff adapt planning and teaching to encourage children's individual interests. All children make good progress in their learning.
- The indoor and outdoor environments are interesting and stimulating for children. They demonstrate high levels of involvement and sustained interest in a range of activities, such as building towers with magnetic blocks and reading stories with staff.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- improve knowledge and understanding of the notification requirements. 29/11/2017

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

- focus more precisely on providing greater levels of challenge for the older children
- strengthen monitoring practices to ensure the learning and progress children make is clearly understood by all staff so they can identify emerging gaps even more swiftly.

### 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 held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The provider has failed to inform Ofsted of changes to the pre-school committee. However, they have demonstrated a robust response to this error and are keen to improve practice. All committee members have completed Disclosure and Barring Service checks and do not have unsupervised access to children. The manager has developed a clear action plan that identifies key priorities with realistic targets to make improvements. Safeguarding is effective. Staff are suitably trained and are able to discuss the procedures they would follow if they had concerns about a child's welfare. The manager supervises staff effectively and provides good support to their professional development. For example, staff meet with the manager and attend regular training. Feedback from parents is positive. They say, 'We could not ask for a better experience for our children'.

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

Staff have a good understanding of how children learn. They follow children's lead and adapt activities well to support children's interests. For example, staff play alongside children as they enjoy watching the glue drizzle from the glue stick onto the paper during an art activity. Staff skilfully offer a variety of well-resourced activities that help to foster children's interests and motivation to learn. For example, paper, coloured sand and streamers are provided in a large tray to help enrich children's imaginative ideas. Staff provide opportunities, such as daily verbal feedback to involve parents in their children's learning. This helps to support consistency between home and the pre-school.

### Personal development, behaviour and welfare are good

Children are relaxed and happy at this welcoming pre-school. Children build secure emotional attachments with staff who are responsive to their needs. Staff are good role models and use a variety of successful strategies to help children to understand the boundaries and behave well. Children take turns, share toys and cooperate well. Children have good opportunities to learn about the importance of healthy lifestyles. Staff talk to them about food that is good for them at snack time. Children's physical well-being is promoted in a range of ways. For example, children enjoy playing outdoors in the well-resourced garden. They benefit from plenty of fresh air and exercise is encouraged.

### Outcomes for children are good

Children gain the skills they need for future learning and starting school. They take part in activities with enthusiasm and enjoy learning. Children gain good independence, for example, they follow good hygiene routines confidently and tidy away the toys they have used. All children are making good progress in their learning.

## Setting details

<b>Unique reference number</b>	EY466924
<b>Local authority</b>	Essex
<b>Inspection number</b>	1088190
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Gingerbread Pre-School
<b>Registered person unique reference number</b>	RP909693
<b>Date of previous inspection</b>	17 January 2014
<b>Telephone number</b>	01255 852961

Gingerbread Pre-School registered in 2013. It is managed by a board of trustees as a charitable setting. The pre-school employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, two at level 3 and two at level 2. The pre-school opens Monday to Friday, from 8.50am until 12.50pm, during school term time.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

