

Gayton Pre School

Gayton Primary School, Gayton Road, Heswall, Wirral, Merseyside CH60 8PZ



Inspection date	11 September 2018
Previous inspection date	21 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Partnerships with parents are strong. Staff provide many opportunities for parents to be involved in children's learning. Parents spoken to on the day of the inspection were very complimentary about the pre-school. Staff invite parents to children's progress meetings and share ideas and activities to support further learning at home.
- Staff work exceptionally well with external professionals and value their expertise. This enables staff to provide tailored support packages for children who have special educational needs (SEN) and/or disabilities.
- Children are very happy, confident and settled in a stimulating and welcoming environment. Staff are excellent role models, demonstrating polite, patient and friendly behaviour. Staff provide clear guidance for children about what is acceptable behaviour. Children are aware of the expectations of the pre-school and respond positively by behaving very well.
- Children are well prepared for their move on to school. This is because of the very good transition arrangements and the strong relationships with the local schools and other settings that children attend.

It is not yet outstanding because:

- Staff do not provide enough opportunities for children to gain a greater understanding of their local community and the wider world.
- Staff have not fully explored the ways in which children can experiment with making marks as part of their play to raise their achievements in literacy to an even higher level.

What the setting needs to do to improve further

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

- provide more opportunities for children to gain a greater understanding of their community and the wider world
- enrich the opportunities for children to experiment with mark making to help to extend their early writing skills to a higher level.

Inspection activities

- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke with a number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the senior managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

Inspector

Alison Hobbs

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a good understanding of child protection and know the reporting procedures should they have a concern about a child's welfare. Leaders monitor accidents and incidents to inform risk assessments. This helps to further enhance children's safety. Children's attendance is closely monitored. Staff are skilled at identifying the needs of children and their families and act swiftly to meet these. Leaders track the progress of individuals and groups of children. They ensure that gaps in children's learning are recognised and addressed through planning to help individual children to catch up. Good systems are in place to monitor staff practice. For example, staff receive support through supervision meetings and appraisals. Leaders are committed to helping staff to extend their skills and knowledge. Staff embrace training opportunities, and these have a positive impact on practice. For instance, recent training has helped with how staff teach children to support their behaviour and to be considerate of others.

Quality of teaching, learning and assessment is good

Teaching is good. Staff work with parents to gather information about children's interests and what they can already do, when they start at the pre-school. Staff have a very good understanding of how children learn. They use observation and assessment well to gain an understanding of their skills and abilities. Staff demonstrate how to use tools, such as scissors safely as children create artwork. Staff encourage children to describe their features while looking in a mirror. They use repetition and descriptive language to support children's emerging language and communication skills. Staff model mathematical concepts and language very well. For instance, they discuss shapes and size and encourage children to compare similar shapes in the pre-school environment.

Personal development, behaviour and welfare are good

Staff know children well and they nurture their unique needs carefully. Children have formed very warm attachments with staff and are extremely well settled. A key-person system is in place which works well. This helps children to feel safe and secure. Staff provide children with excellent opportunities to learn about keeping themselves safe as they play. For instance, children are encouraged to consider risks and consider space during multi-sports activities. They carefully negotiate space to ensure they do not bump into each other. Mealtimes are highly social occasions. Staff support children to develop good, healthy lifestyles. For instance, staff work to encourage parents to provide healthy packed lunches.

Outcomes for children are good

All children make good progress from when they first start. They make firm friendships within the group and learn to care and respect others. Children are self-assured and have good independence skills. They can do many things for themselves. For example, they dress themselves for outdoor play, wash their hands and pour drinks at mealtimes. Children develop good listening skills. For example, they listen, predict and describe the sounds of animals as part of storytelling activities.

Setting details

Unique reference number	306391
Local authority	Wirral
Inspection number	10066912
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	31
Name of registered person	Gayton Pre-School Unit Committee
Registered person unique reference number	RP904076
Date of previous inspection	21 October 2015
Telephone number	0151 342 8538

Gayton Pre School registered in 1991. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above and the manager holds qualified teacher status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

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