

Gillingham Early Years

Gillingham Early Years, Loddon Road, Beccles, Suffolk NR34 0LD



Inspection date	27 September 2018
Previous inspection date	2 December 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

- The manager is reflective and seeks to provide a high quality of care and education. She makes ambitious plans for continuous improvement. An example is the completed extension of the setting's building and development of the garden area.
- Children play imaginatively with others. For example, they set up a tea party and invite their friends to come in from the garden to eat. They share out cups and food. Children count during their play; for instance, they count how many cups they need and how many sugars they put in their pretend tea.
- Staff provide a variety of interesting activities and encourage children to choose additional resources from storage to extend their play. For instance, children request particular board games or a blanket to make a den.
- Parents praise the, 'Amazing' and supportive staff. They appreciate how well staff support their children's emotional well-being during transitions to other settings, such as school.
- Staff promote children's physical well-being well. They balance along low beams and hop between tree stumps. Children practise a range of skills in the well-resourced garden. They scoop sand, push along balance bikes and climb up steps to go down the slide.

It is not yet outstanding because:

- The manager does not monitor staff practice as well as she could, to ensure they consistently and effectively promote children's involvement and concentration, and engage them in meaningful activities.

What the setting needs to do to improve further

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

- sharpen the existing arrangements for the monitoring and development of staff teaching practice, to further encourage children's involvement and promote sustained engagement.

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 number of discussions with the manager and staff. She looked at relevant documentation, including children's learning records and evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation of an activity with the manager.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a strong understanding of child protection procedures and signs that children may be at risk of harm. They know how to respond to any concerns they have about children's welfare. The manager makes good evaluations of the setting's strengths and areas for further improvement. She includes staff when making development plans and uses their areas of expertise to benefit particular projects. For example, staff studying outdoor play are encouraged to set up a new wild garden and plan special activities to make use of it. The manager also seeks feedback from parents on their experiences of the service and uses this information to identify changes. For instance, she has made changes to the layout of the entrance area and plans more family events. Staff share information about children's progress with other settings that children attend. This supports continuity of learning.

Quality of teaching, learning and assessment is good

Staff know children well. They collaborate with parents and carers to establish accurate assessments of children's starting points on entry to the setting. Parents continue to contribute their knowledge of their children's achievements and interests to inform activity planning. The manager and her team plan across all areas of the curriculum and regularly review children's progress to identify areas where further activities or support would benefit children's learning. Staff ask children questions during play and invite them to remember past activities. This helps to develop children's understanding and thinking skills. Staff work in partnership with specialist professionals when appropriate to meet children's developmental needs and promote their good progress.

Personal development, behaviour and welfare are good

Children enjoy their time in the welcoming, carefully designed environment. They form secure attachments to staff and settle quickly. Staff teach children how to manage their own personal needs independently. For example, children take themselves to the toilet, pour their own drinks at snack times and put their shoes on. Children begin to share resources with their friends. For instance, they take turns to draw fruits on the snack whiteboard. Children play imaginative games cooperatively. For example, they invite their friends to visit their pretend garage to get their car fixed or buy petrol.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress from their starting points. Children self-register on arrival, find their named photograph and choose a peg before hanging up their bags and coats themselves. Children readily access a wide range of books and print throughout the setting. They enjoy finding cosy spaces to look at their favourite stories with their friends. Children are well prepared for their next stage in learning, such as school.

Setting details

Unique reference number	EY434071
Local authority	Norfolk
Inspection number	10065022
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	18
Number of children on roll	39
Name of registered person	Luckham, Tonia
Registered person unique reference number	RP515290
Date of previous inspection	2 December 2015
Telephone number	01502 471861

Gillingham Early Years registered in 2011. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, during term time only. From Monday to Thursday sessions run from 8.30am until 4pm. On Friday, the session runs from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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