

# Gooseberry Green Pre School Nursery Ltd

Rosebay Avenue, Billericay, Essex CM12 0GH



## Inspection date

19 October 2018

Previous inspection date

11 November 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

- Children are happy and content in the pre-school. They form strong attachments to staff and this helps them to settle. Children quickly learn the routines of the pre-school and grow in confidence and self-assurance. They demonstrate by their good behaviour that they feel safe and secure.
- Staff are nurturing and caring. They are attentive to every child's needs and provide additional focused support to children who have special educational needs and/or disabilities, and those who speak English as an additional language. This ongoing support ensures that every child makes good progress in their learning.
- Partnerships with parents are strong. Parents say they are delighted with the service provided and the care given to their children. Staff regularly inform parents about their children's development and progress, and support parents to continue their children's learning at home.
- Staff build on children's communication and language skills well. They engage them in discussion and conversation. They ask questions that encourage children to think and listen closely to their responses.
- Managers and staff encourage continuous feedback from parents. Suggestions made by parents are implemented where possible and staff respond quickly to their requests.

### It is not yet outstanding because:

- Arrangements for staff to reflect on their practice are not secure enough to identify clearly how individual staff members can raise the quality of their teaching to the highest level.
- Systems for analysing the progress made by different groups of children are not fully embedded to help identify any gaps in teaching and learning.

## What the setting needs to do to improve further

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

- build on staff's skills to help them reflect more sharply on their practice to raise the quality of their teaching to the highest level
- strengthen the tracking of children's progress to help identify and narrow any achievement gaps between different groups of children.

### 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 carried out a joint observation with the pre-school room leader.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as evidence relating to the suitability and qualifications of staff, children's records and policies and procedures.

#### Inspector

Jenny Forbes

## Inspection findings

### Effectiveness of leadership and management is good

Managers and staff work well as a cohesive team. They are dedicated to the care of the children and successfully support their learning and development. A good key-person and buddy system ensures that parents and children feel reassured, and know who to contact for support. Recruitment procedures are rigorous. A thorough induction programme helps new staff to understand the policies and procedures and routines of the setting. Parents know they are welcome in the setting at any time to discuss their children's progress. Safeguarding is effective. Staff receive regular safeguarding training and know how to protect the children in their care. They understand their responsibilities to observe and record any concerns, and how to report them when necessary.

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

Staff provide children with a good balance of adult-led and child-initiated play activities. They plan activities taken from their observations of children's achievements and interests. Staff regularly check their assessments of children's abilities with their parents to ensure they are successfully meeting their needs. Children enjoy a good range of creative and sensory activities that supports their personal, social and emotional development. Staff skilfully extend their learning to add challenge and support progress in other areas. For example, children explore trays of natural materials and build castles with sand. Staff ask them how much sand will fill different sized containers, whether there will be more or less, and whether they are full, half-full or empty.

### Personal development, behaviour and welfare are good

Children enjoy exploring the fascinating and imaginatively designed garden. They learn how vegetables grow and delight in digging and den making. Staff help children to learn about nature when they search for bugs and find out how they live. For example, children changed into wellington boots to play in the garden. They were excited to find a spider had made its home in a boot. Staff extended this learning by helping children to search for webs in dark, cosy corners. Children develop their physical skills as they balance on logs and slither down a slide. They play team games with staff and have fun chasing each other. Children learn how good food keeps them healthy. They are independent. They serve their own meals and tidy away their plates. Children learn about differences and similarities in people. They learn about the traditions and customs of their friends and people in the wider community. They learn good manners, respect for others and how to take turns and share.

### Outcomes for children are good

Children learn to recognise their names as they register their attendance in the pre-school. They learn the sounds that letters represent. Children sit together to look at books and learn that written words have a meaning. They learn to count and to recognise shapes and colours. Older children can write their name and they learn skills that will prepare them well for school.

## Setting details

<b>Unique reference number</b>	EY427581
<b>Local authority</b>	Essex
<b>Inspection number</b>	10063020
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Gooseberry Green Pre School Nursery Limited
<b>Registered person unique reference number</b>	RP530636
<b>Date of previous inspection</b>	11 November 2015
<b>Telephone number</b>	07800919638

Gooseberry Green Pre School Nursery Ltd registered in 2011. The pre-school employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at levels 2, 3, 4, 5 and 6. The pre-school opens Monday to Friday, term time only. Sessions are from 8.30am until 3.30pm on Monday, Wednesday, Thursday and Friday, and from 8.30am until 12.30pm on Tuesday. The pre-school provides funded early education for two-, three- and four-year-old children.

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