

# Gaggle Nursery And Preschool

The Cottage, Lower Station Road, Crayford DA1 3PY



<b>Inspection date</b>	27 March 2019
Previous inspection date	24 September 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

### This provision is good

- The provider has taken positive steps to ensure actions set at the previous inspection are met and the setting's quality is continuously improving. For example, she has developed the recruitment procedures to ensure staff are qualified and skilled and are also passionate in their work with children.
- The new manager, who is also the setting's special educational needs coordinator, is very proactive. Parents comment on how she effectively liaises with other professionals involved in the children's care. This has shown a positive impact on the progress children make from their starting points, including those with special educational needs and/or disabilities.
- Children are happy, secure and settled in their environment. They are keen to start their day and join in with their friends. Children learn to share, take turns and be kind to each other and staff role model this positive behaviour well.
- Staff support children's learning in various ways. They follow children's interests and sing nursery rhymes with the children during pretend play. Children listen and join in, learning new words. This helps develop their communication and language skills.
- The manager has started to monitor the new staff team's skills and practice. However, some of the staff's individual professional development needs have not yet fully been addressed.
- At times, some staff miss learning opportunities for children, especially when it comes to extending the learning of the younger children.

## What the setting needs to do to improve further

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

- enhance further the systems in place to help support and coach staff, to ensure their continuous professional development and aid strengthening the staff team
- continue to build on the teaching skills and practice throughout the setting, especially in regards to the younger children and extending 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 held meetings with the provider, manager and early years advisor.
- The inspector carried out a joint observation with the manager and discussed staff's practice.
- The inspector looked at children's records, the planning documentation, evidence of the suitability of staff and a range of other documents.
- The inspector spoke to a selection of parents and took into account their views.

#### Inspector

Anja Eribake

## Inspection findings

### Effectiveness of leadership and management is good

The provider has ensured the manager has the skills and knowledge needed to fulfil her role and responsibility, including developing a strong staff team. She is committed to continuously developing the setting. Safeguarding is effective. All staff know the setting's safeguarding procedures and the signs that could indicate that children are at risk of harm. They know who to contact if they have any concerns regarding children's welfare. The management team monitors the progress children make and works closely with the local authority. This helps to enhance their evaluation process and continuously raise the quality of the provision. Parents comment positively about the various ways of communication and how staff work together with them to get to know their children and how to support them.

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

Staff know their children well and plan opportunities that help children in their learning. Children confidently choose resources available to them which are of their interest. Children initiate their own play and staff participate to help guide their learning. For example, when children play with toy animals, staff support children's understanding of their actions and how these make others feel. Children develop great appreciation for the outdoors. They enjoy the forest school and the different activities available to them in the garden. Staff use children's curiosity to teach them about outdoor safety and living creatures. They develop good coordination skills when using the obstacle course staff have set up for them. Staff use their observations of children, and parents' input about children's home learning, to identify where children are at in their development and what they have to learn next.

### Personal development, behaviour and welfare are good

Staff support children well with their settling-in and form positive relationships with them. They value children's views and provide them with choices throughout the day. Children learn to be responsible. They help to tidy up after activities or put away their plates after they have eaten. Older children talk about the food they eat, such as how the cheese melts and makes bubbles. Staff use mealtimes to support children's social skills, including table manners. Staff promote healthy lifestyles, using good hygiene procedures, demonstrating to the children when and how to wash hands. Children have many opportunities to develop their physical skills successfully. They have daily opportunities for active play in the garden.

### Outcomes for children are good

Children become secure and confident, exploring the learning environment. They are eager to go on a hunt for minibeasts and are excited to show what they found. They independently choose the tools they need, such as magnifying glasses, and share their knowledge to identify the creatures. Children show excitement when they find a spider and talk with great enthusiasm, explaining that they counted up to eight legs to identify it is a spider. This shows children know how to count and how to apply their knowledge. Children are kind and respectful and develop a range of skills to help them be successful in their next stage of education.

## Setting details

<b>Unique reference number</b>	EY498708
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10081129
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Super Start Limited
<b>Registered person unique reference number</b>	RP900920
<b>Date of previous inspection</b>	24 September 2018
<b>Telephone number</b>	01322838181

Gaggle Nursery and Preschool registered in 2016. The nursery is open from 7.30am to 7pm from Monday to Friday throughout the year. The nursery receives funding to provide free early education to children aged two, three and four years. There are 12 staff working directly with the children, of whom one is level 6 qualified, one is level 5 qualified and seven hold a relevant qualification level 3. The provider receives funding for the provision of free early education to children aged two, three and four years old.

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