

Inspection of Gayton Goslings Daycare Centre

Lynn Road, Gayton, King's Lynn, Norfolk PE32 1PA

Inspection date: 7 January 2020

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not assured. This is because the provider has failed to provide Ofsted with information so that checks can be made to establish the suitability of several committee members. That said, children feel happy and have a delightful time at this well-established pre-school. There is a warm and friendly atmosphere in which they thrive. Older children are excellent role models for the younger children. For example, when they go to wash their hands, they help younger children. Children talk about who their friends are and what they enjoy doing. Even young children have exceedingly good social skills, for example they hand children and adults equipment so that everyone can join in with playing with glittery sand. Children behave well and have strong listening skills. For example, they promptly and proudly fetch the register from the pre-school office when asked to do so by staff. Children confidently talk about letters and sounds. They count well and learn to recognise and identify numbers and shapes. Children gain many new skills as they follow the pre-school's purposeful routines, which are designed with their learning in mind.

What does the early years setting do well and what does it need to do better?

- Over a period of several years the provider has failed to notify Ofsted of many changes to the committee. Therefore, Ofsted has been unable to carry out checks to establish the suitability of new and returning members. This means that children's safety is not assured.
- The supervision of staff is not regular or effective enough to sustain a strong quality of provision over time. Not enough feedback is sought from staff to fully involve them in ongoing continuous improvements, or to effectively evaluate their workload and manage it consistently.
- Children continuously engage in play and learning in the thoughtfully arranged indoor space. In this area, the activities and teaching that staff provide are highly stimulating. This promotes children's learning extremely well. However, the manager recognises that opportunities for learning in the outdoor area are less well planned and, therefore, less enticing for children. This results in some children finding it harder to join in when they are outside.
- Children do have regular time outside for fresh air and exercise in the safe and secure outdoor area. For example, they climb, use wheeled toys and dig in sand. This supports their physical development and gives them opportunities to build on their muscle strength and fitness.
- Visiting professionals, including a music teacher and physical education teacher, give children new and varied experiences. Occasional visits to a local education service, with opportunities for outdoor learning, further enhance children's experiences.
- Children are articulate speakers. They sing familiar songs with ease and

excitement. Staff talk to them clearly and promote children's understanding of language. They frequently introduce new words during play. Staff read children stories in groups and individually. This supports children to gain the communication skills they need for their future learning.

- Children's key people know them well and focus on meeting their individual needs. They recognise how to support children's development. Staff share their observations and assessments of children with parents through an online system. Parents also value opportunities to speak with staff at regular meetings.
- Staff skilfully help children to develop their skills and independence. They praise and reward children for their positive efforts. For example, at a group time, staff encourage children to celebrate their own and each other's achievements. Children stand up and explain what they did, such as helping to serve snacks. Staff and children then applaud.
- Robust health and hygiene routines support children's well-being. The pre-school's sickness policy is shared with, and explained to, parents. Staff and children keep the room clean and tidy, and this supports health and safety for all.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's safety is not assured. However, staff do know how to recognise the possible indicators of abuse and/or neglect. There is a suitable safeguarding policy in place that identifies the actions to take if there are concerns about children's safety or well-being. Staff are aware of current issues in safeguarding, such as how to recognise when a child may be at risk of exploitation. Those who take the lead roles in safeguarding children recognise when they must follow the local procedures to protect children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with information about those who make up the registered body so that the relevant suitability checks can be completed.	07/04/2020

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

- increase the frequency and effectiveness of staff supervision to further support

staff in their roles through more regular and meaningful discussion

- enhance the play and learning opportunities outdoors to increase children's enjoyment and motivation to join in.

Setting details

Unique reference number	EY314236
Local authority	Norfolk
Inspection number	10113024
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 11
Total number of places	24
Number of children on roll	62
Name of registered person	Gayton Pre-School Playgroup Committee
Registered person unique reference number	RP525828
Telephone number	01553 636606
Date of previous inspection	11 February 2015

Information about this early years setting

Gayton Goslings Daycare Centre registered in 2005. The pre-school employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. This includes the manager, who holds a level 5 qualification. The pre-school opens Monday to Friday from 8am until 6pm, for 51 weeks per year. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- The inspector observed care and learning activities in the main pre-school room and the outside area, and evaluated the impact that these have on children.
- The inspector carried out a learning walk with the manager. They discussed how the staff decide what opportunities and experiences to offer children, and how this is done within the pre-school.
- The inspector looked at evidence of the suitability of staff members, and a range of other documentation. First-aid training certificates were viewed.
- The inspector held joint discussions with the manager and provider.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke with a small number of parents and took account of their views of the setting.

We carried out this inspection 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.

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