

Inspection of Gayton Goslings Daycare Centre

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

Inspection date: 30 June 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children are very settled and they feel secure. Those who are new to the nursery, and those who are returning since the COVID-19 (coronavirus) pandemic, have grown in confidence. This is due to the sensitive support that staff give. Children show that they thoroughly enjoy being with their peers and the staff as they happily play together. They relish pretending to make ice creams for each other and decide together how much they should cost. Adults are always close at hand to join in with play, making children's experiences more fun and educational.

Children become capable learners who behave well and are familiar with the well-established routines of the day. During free-play time they follow their own interests, choosing what they would like to do from imaginatively created play opportunities. Children demonstrate their independence as they serve their own drinks and put on their outdoor shoes. Older children have secure mathematical knowledge. They recognise numerals up to 20. For example, they find the number of children equal to that amount at snack time. Children develop an ability to speak in front of others during the morning and afternoon group times.

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

- Staff use various effective techniques to encourage children's positive behaviour. Children celebrate their own and one another's achievements and they beam with pride when staff and peers recognise them for their positive contributions. For example, an older child explains to the group that they noticed that a tap was left on and so turned it off. Children and staff give rounds of applause to one another. This supports children's developing self-esteem.
- Leaders and managers achieve continuous improvements. They have a strong vision of what they want children to be able to do and high expectations of what they can achieve. The manager offers guidance about ways to develop their teaching. This leads to improvements in practice over time. Staff report that they feel involved, valued and that their well-being is effectively supported.
- Children frequently enjoy literature, stories and songs within the nursery. For example, they relish sharing and talking about the many photos of their own pets in a book they made with staff. However, since changes were made due to COVID-19, staff have not found ways to help parents support their children with sharing books at home. Staff do not consistently use the accurate pronunciation of the sounds that letters make to support children's emerging literacy skills.
- The recent redevelopment of the outdoor area has successfully strengthened learning opportunities for all children. This has had a very positive impact on quieter and less-confident children who need more tranquil spaces to practise talking and join in and engage.
- All children develop the skills they need and make progress in their learning.

However, the delivery of the curriculum for younger children is sometimes less-well structured than it is for the older and more-capable children. Some activities, such as circle time, are less-well matched to younger children's levels of ability. This results in younger children losing interest in the activity.

- Children with special educational needs and/or disabilities are supported. Staff identify any children who may need higher levels of intervention. Staff work closely with parents and other professionals to ensure that these children's needs are met and that they make good progress in their learning.
- Children's key people know them well and offer them a safe relationship so that they can seek support when they need it. Key people share with other staff what children's needs are and provide parents with regular updates and assessments of where their child is in their learning. This helps parents to feel well informed.
- Leaders and managers engage staff, parents and children to gain their views about the setting. Leaders notice how children use the nursery and what this means about their enjoyment of the setting. They ask parents to share with them what children say about their time at the nursery, and use this information to help evaluate what children think about different aspects of the provision.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers now ensure that all committee members involved in running the pre-school have their suitability checked and they provide necessary information to Ofsted when required. There are clear procedures in place for reporting any safeguarding issues to the appropriate agencies. Staff complete training to help them understand their roles and responsibilities. They know how to recognise and report any concerns about children's safety or well-being. Staff have regular opportunities to discuss individual children and practice with their managers. Recruitment procedures are robust and managers give new staff an induction to familiarise them with the safeguarding policy.

What does the setting need to do to improve?

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

- enhance children's literacy skills by promoting the use of books at home
- build on staff's knowledge and skills so that the curriculum is appropriate for each child's stage of development, particularly when linking sounds to letters.

Setting details

Unique reference number	EY314236
Local authority	Norfolk
Inspection number	10143456
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 at time of inspection	2 to 11
Total number of places	24
Number of children on roll	76
Name of registered person	ayton Goslings Daycare Centre Committee
Registered person unique reference number	RP525828
Telephone number	01553 636606
Date of previous inspection	7 January 2020

Information about this early years setting

Gayton Goslings Daycare Centre registered in 2005. The pre-school employs 10 members of childcare staff. Of these, nine 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 to 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

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the pre-school.
- The inspector observed the quality of interactions between staff and children and evaluated the impact that these had on children's learning and development.
- The inspector met with the manager. They discussed their curriculum for children to explain what it is that they aim for children to learn and remember, and how this is implemented.
- The inspector looked at evidence of the suitability of the committee and staff members. First-aid training certificates were viewed.
- The inspector and manager carried out a joint observation of a planned activity.
- Children spoke to the inspector about their activities. The inspector evaluated the experiences of children.
- The inspector spoke with parents and considered their views about the pre-school.

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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