

# Inspection of Gumboots And Roots Pre-School

Saye and Sele Hall, Lower Street, Quainton, Aylesbury, Buckinghamshire HP22 4BJ

---

Inspection date: 4 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy being at pre-school. They enjoy playing and learning with their friends. Most children arrive happily. They greet staff with big smiles and settle to their play. Children new to the setting receive very effective support to help them feel safe and welcome. They are reassured by the presence of staff who know them well. Children respond to the kind words and gentle encouragement of these staff and grow in confidence to explore and play.

Children behave well. They understand the routines of pre-school and cooperate with them. This helps ensure smooth transitions during the pre-school day. For example, children help tidy up and find their coats, ready to go outside.

Children take part in a range of well-considered activities and experiences which staff use effectively to help children focus on developing the skills and knowledge that will be of most benefit. For example, there is a strong curriculum focus on children's personal, emotional and language development. This is to help fill gaps in some children's experiences due to the COVID-19 pandemic. Children respond by developing well into confident communicators. They enjoy talking to each other and staff. Children develop a suitably broad vocabulary, which they use well to express their thoughts and ideas.

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

- Staff provide a stimulating learning environment. Children know where to find resources and find them interesting. This encourages children to play purposefully and to practise developing skills. For example, children develop their physical skills as they explore dough and build towers.
- The manager supports staff to sequence the curriculum well. This helps children remember what they have been taught. For example, staff plan a programme of core stories that they read regularly. Children learn key words and phrases in these stories and can confidently talk to visitors about what happens.
- Staff plan times when children come together as a group to take part in learning experiences. Overall, they use these times effectively to deliver useful teaching, for example, to read stories and sing songs. However, they do not always ensure all children are focused before beginning these activities, to enable all children to make the most of the learning opportunities.
- Staff build a rounded picture of children's progress. However, they do not always plan time to check what children have learned and remembered at the end of activities, to add further to their understanding of each child's progress.
- Staff quickly identify children who may need extra help to fulfil their full potential. They work effectively with other professionals to support these children's learning.

- Children gain a wide range of physical skills. Outside, they learn to use wheeled toys and to move in different ways. Inside, they learn to use scissors and manipulate dough.
- Staff know children very well. They skilfully and thoughtfully adapt their teaching when supporting children as they play. Staff know which children benefit from close attention and which children need space to learn independently. This personalised approach to teaching helps all children make good progress and feel very valued and welcome.
- There is a purposeful atmosphere in the pre-school. Children show that they want to learn. They carefully make choices about what they want to do, and show good levels of concentration and engagement.
- Staff place a high value on building strong partnerships with parents. They regularly update parents on children's progress so that learning can be continued at home.
- The provider supports her staff team well. She has put in place an effective programme of support for less experienced members of the team. For example, there is a 'buddy' system where experienced staff members act as mentors for less experienced colleagues. This has a positive impact on staff practice and children's experiences.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff undertake training to help them maintain an up-to-date understanding of how to recognise and respond to the signs a child may be at risk of harm or neglect. Staff understand the importance of acting swiftly if they have any concerns about a child's welfare. They know how to share such concerns beyond the manager or provider if necessary, in order to keep children safe. Staff supervise children closely at the pre-school. They ensure the premises are safe and secure. The provider follows robust recruitment procedures to ensure those employed to work with children are suitable to do so.

## **What does the setting need to do to improve?**

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

- introduce group activities clearly to children to help them focus and join in from the start
- sharpen how learning from some activities is identified and assessed.

## Setting details

<b>Unique reference number</b>	2543653
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10215450
<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 at time of inspection</b>	2 to 7
<b>Total number of places</b>	20
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Gumboots And Roots Pre-School Limited
<b>Registered person unique reference number</b>	2543652
<b>Telephone number</b>	07901823576
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Gumboots And Roots Pre-School registered in 2019 and is situated in Quainton, Aylesbury. It is open from 8.30am to 6pm on Monday, Tuesday, Wednesday and Friday, and from 8.30am to 5.30pm on Thursday. The provider offers care for children from two years old all day and after-school care for children aged up to seven years. The provider employs five staff, three of whom hold relevant qualifications at level 3. The provider receives funding to provide free early education to children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Holley

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider, manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation with the provider.
- Parents and children shared their views and the inspector took these into account.
- The inspector spoke with the provider and manager about the leadership and management of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022