

Inspection of Gaddesby School Community Pre-school

Village Hall, 20 Ashby Road, Gaddesby, LEICESTER LE7 4WF

Inspection date: 6 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and secure at this welcoming pre-school. Children who are new to the pre-school receive consistent levels of support and reassurance from the warm and caring staff. Children thoroughly enjoy the activities provided for them, such as the lively action songs and games. They join in energetically with the 'hokey cokey' and laugh out loud when they play with balls and the parachute. They 'pop' the balls high into the air and run to retrieve them. This contributes to their physical development skills. Children have very good independence skills. Staff have high expectations of children and what they can confidently do for themselves. For example, children manage their own toileting and remember to wash their hands. They are developing the skills they need in preparation for school.

Children show a positive attitude to learning. They can choose what activity they want to take part in and they engage in a variety of learning experiences. Colouring is especially popular; children show very good writing skills when they write recognisable letters of their name on their paper. Children develop good social skills. They play together harmoniously and use their imagination, whether in small groups with the pretend emergency vehicle toys or alongside an adult in the role-play doctor's surgery. Children show kindness to each other, as they pass items to their friends when asked.

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

- The manager and deputy manager work very well alongside one another. The deputy manager works with staff and models high-quality teaching and positive interactions with the children. However, there is scope for further support for staff to ensure that the highest level of teaching is consistent throughout the pre-school. For example, occasionally some staff do not build and extend on what children already know and can do.
- Staff engage children as they read familiar stories with animation in their voices. They encourage children to re-enact popular stories, such as 'The Gruffalo'. Children actively seek out staff to read to them. This helps them to develop a strong interest in books.
- The deputy manager and staff know the children well and amend the curriculum to meet their current learning needs. For example, they recognise that since the COVID-19 pandemic, some children need some support with communication and language. Staff provide opportunities such as focused language groups to help children make progress in this area of learning.
- Staff teach children what is expected of them during daily routines and activities. Children are kind and take care of the environment. Staff praise children for their positive actions, such as when they stay behind at the end of the session to

help staff tidy away the toys outside. Staff reward children for good deeds with a leaf on the kindness tree. When the tree is full, it lights up to show how kind the children have been that day. This helps children to feel proud of their achievements.

- Staff provide good opportunities for children to benefit from fresh air and enjoy outdoor learning. Following on from spotting lots of birds in the outdoor space and noticing some nesting birds, staff provide children with binoculars and pictures of birds to identify the different species. This helps to promote children's interest in nature and living things.
- Staff who come from the Philippines teach children words in their home language. Children impressively count to five and sing 'heads, shoulders, knees and toes' in Filipino. This teaches children that other people speak different languages.
- Staff support children with special educational needs and/or disabilities well with their individual plans and one-to-one support. This helps these children to make good progress in their learning and development.
- The manager and staff build very positive relationships with parents. Parents speak highly about the pre-school. Parents say that they would recommend the pre-school to others. Those spoken to give a 10 out of 10 rating and say they would not change anything. The provider, who is also director of the local school, speaks highly of the pre-school. He praises the superb relationship the pre-school has with the school, which aids a smooth transition when the time comes for children to move to the school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge of child protection matters and what to do should they have a concern about a child's welfare. Staff receive regular safeguarding training to ensure that their knowledge is kept up to date. The manager follows safe recruitment procedures to ensure that all staff are suitable to work with children. Furthermore, she carries out ongoing checks to ensure the ongoing suitability of staff working with children. Staff hold paediatric first-aid certificates. This ensures that they can care for children in the event of an accident. The premises are secure, with locks on the entrance door.

What does the setting need to do to improve?

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

- support staff to recognise how to further challenge children's learning and extend their knowledge to support them to make the best possible progress.

Setting details

Unique reference number	226349
Local authority	Leicestershire
Inspection number	10138448
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 4
Total number of places	32
Number of children on roll	42
Name of registered person	Gaddesby School Community Ltd
Registered person unique reference number	RP910940
Telephone number	0787 6055823
Date of previous inspection	6 November 2014

Information about this early years setting

Gaddesby School Community Pre-school registered in 1997. They are in Gaddesby, Leicestershire. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The manager holds early years professional status. The pre-school opens from Monday to Friday, term time only. Sessions are 9am until 12 midday, 9am until 1pm or 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector

Sharon Alleary

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 manager and has taken that into account in their evaluation of the pre-school.
- The inspector spoke with the provider.
- The manager, deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents and took account of written feedback offered.

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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