

# Inspection of Goxhill Pre-School

Integrated Services Building, Goxhill Primary School, North End, Goxhill, Barrow  
Upon Humber DN19 7JR

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Inspection date: 28 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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 make good progress at this inclusive and nurturing pre-school. They develop close bonds with staff, who get to know the children and their interests very well. Children enjoy a range of activities that build on their prior experiences. For example, children explore a small-world farm. This reinforces their understanding of the vocabulary of farm animals and their babies. Children develop their imaginations as they pretend to go on holiday and cook pizzas in the camping role-play area.

Children understand the routines of the setting. For example, they automatically wash their own hands when they know it is snack time. Children's independence skills grow as they butter their own toast. They learn strategies for how to put on their own coats. Behaviour in the pre-school is good. Children listen to the instructions of staff and help to keep the setting tidy and organised. For example, children are keen to help sweep the floor at tidy-up time.

Children receive daily opportunities to be physically active. They access the secure field in the neighbouring school to run and climb. Children learn to take risks and manage their own safety under the close supervision of staff. These opportunities support children to become confident in their abilities.

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

- Staff support children to develop their communication skills in a variety of ways. They commentate on children's play and offer choices to develop their understanding of words. Staff repeat words and sentences back to children. This helps younger children learn to pronounce words correctly and builds their knowledge of language. However, older children are not consistently challenged through conversations to develop their thinking and problem-solving skills.
- Children take part in daily story-time sessions. The manager encourages parents to enrol in a scheme in which their child receives one new book each month. Children take home 'Chatterpacks'. These include a book and props for children to share at home with their parents. This supports children in developing a love for reading.
- Children use mathematical language, such as 'more', 'less' and 'full' when scooping sand to make sandcastles. They count to five as they put each spoonful of sand into a cup. The manager has identified that some children need further support to recognise numbers. Staff have displayed numbers in the learning environment to support children in this next step.
- Staff sensitively help children to resolve conflicts. They use the language of emotions to talk about how children's actions can make others feel. For example, staff remind children that name-calling can make their friends feel

upset. Children learn to acknowledge the feelings of others and develop a sense of right and wrong.

- The pre-school has close links with the neighbouring primary school. Staff share and receive information about children's progress and next steps with teachers from the school. Staff read books about starting school and show children their new uniform to prepare them for the next stage of their education.
- Parents speak highly of the pre-school. They say that their children are happy and praise staff for how they have supported their child. Parents receive detailed information about their children's learning and experiences. They know their children's next steps and how to best to support their child at home. This ensures that children consistently make good progress.
- Children with special educational needs and/or disabilities (SEND) receive high levels of support. Staff work closely with the local authority and portage workers to support children in achieving their next steps. They ensure that all children feel included in all aspects of pre-school life. Staff teach children strategies to help them communicate their needs with staff and their peers.
- The manager has an excellent oversight of the setting. She builds strong relationships with the other staff members. The manager and staff regularly discuss and evaluate their practice. However, training and development needs for staff are not always targeted enough to raise the standard of teaching to an even higher level.

## Safeguarding

The arrangements for safeguarding are effective.

The setting is safe and secure. Staff check the identity of visitors on arrival. Staff have received safeguarding training and are proactive in keeping their knowledge up to date. They recognise the signs of abuse and neglect and know when and how to make a referral. This ensures that staff act quickly to protect children from further harm. Staff record and monitor children's attendance and any existing injuries. They build strong relationships with parents. This gives staff an overview of children's home life which, in turn, helps to keep them safe.

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

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

- further enhance teaching skills to challenge older children and develop their problem-solving and critical-thinking skills
- strengthen supervision systems to identify professional development targets more precisely, to help raise staff practice to an even higher level.

## Setting details

<b>Unique reference number</b>	EY553138
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10174425
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Pearcy, Lyndsey
<b>Registered person unique reference number</b>	RP553137
<b>Telephone number</b>	01469535061
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Goxhill Pre-School has been operating for a number of years, however, it re-registered in December 2017 due to new ownership. It is located in the village of Goxhill in Barrow upon Humber. It is an independently run pre-school situated on the same site as Goxhill Primary School. The pre-school is open Monday to Friday, from 9am until 3.30pm during term time only. There are three members of staff, all of whom hold an appropriate early years qualification at level 3. The pre-school provides funded early education for two-, three- and four-year old children.

## Information about this inspection

### Inspector

Samantha Lambert

## 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 evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager spoke to the inspector about how they support children with SEND.
- 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 inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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