

Inspection of Gosforth Pre-School

Stubley Lane, Dronfield, Derbyshire S18 8YN

Inspection date: 18 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy exploring this inviting and interesting learning environment. They learn through role-play opportunities and choose their own learning during their independent play. Children concentrate well and show perseverance as they independently cut fruit. This supports children's physical development and attention skills as they become engrossed in this process. Children interact with each other as they pretend to make tea and porridge in the role-play area. A child tells a visitor, 'I have made this porridge for my friends, I like porridge.'

Children are encouraged to share experiences with each other. They sit on the reading bench together to share a story. Later, they play football, where staff support them to take turns and communicate effectively. Children form friendships with their peers. They seek out friends, who they have a strong relationship with, to share experiences. They praise each other when they have achieved a task. For example, children clap for their friends when they successfully water the flowers in the garden.

Children feel happy and safe during their time at the pre-school. They have secure relationships with staff and their peers. Children discuss their home experiences confidently. They use pictures of their houses to support these discussions. This contributes to children feeling safe and secure in the environment.

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

- Leaders support a passionate team of staff who know the children well. As a result, children make a good level of progress with their development. The manager undertakes regular staff supervision sessions and appraisals. As a result, staff feel valued and supported.
- Staff support children with special educational needs and/or disabilities very well. They work with other professionals, including health visitors and speech and language therapists. This partnership working helps children to make progress in their learning.
- Staff are knowledgeable about children's development. They use individual planning sheets to help to identify what children are learning and what they need to learn next. Strong and continuous use of assessments supports staff to understand what progress individual children are making. However, staff are not always clear about what they want children to learn from the different activities they plan and provide.
- Staff work extremely hard to develop positive partnerships with parents. An overwhelming number of parents/carers provided positive feedback during the inspection. Parents are aware of their child's next steps in learning. They communicate daily with staff about the experiences their children have and state

that they are confident to share any concerns.

- Young children show positive attitudes to learning. For example, they spend long periods completing tasks such as cutting up limes in the home corner. Children behave well as they sit together at snack time. They socialise with their friends and discuss their likes and dislikes. However, on occasions, staff struggle to manage minor incidents of unwanted behaviour.
- Staff promote healthy eating. Children are encouraged to bring healthy food in their packed lunch, which they eat alongside the staff. Children independently wash their hands and sit at the table at dinner time. Children persevere when opening containers from their lunch box. After they finish eating, they confidently tidy away. For example, they put their cheese wrappers in the bin.

Safeguarding

The arrangements for safeguarding are effective.

The manager is confident in her understanding of safeguarding, including safer recruitment and the 'Prevent' duty. Staff are knowledgeable about their responsibilities and the signs and symptoms of abuse. This knowledge is kept up to date through regular training and discussions at staff meetings. Staff know the procedures to follow should they have any concerns regarding the children and families in their care. Staff understand the pre-school whistle-blowing procedures. They deploy themselves effectively to ensure that children are safely supervised. The environment is safely maintained. Staff secure gates to prevent unauthorised access, which supports children's safety.

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 develop a clear knowledge of what they want children to learn from the different activities they plan and provide
- support staff to further develop skills in managing minor incidents of unwanted behaviour.

Setting details

Unique reference number	206771
Local authority	Derbyshire
Inspection number	10131229
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	55
Name of registered person	Gosforth Pre-School (Dronfield) Committee
Registered person unique reference number	RP522235
Telephone number	01246 298184
Date of previous inspection	10 September 2013

Information about this early years setting

Gosforth Pre-School registered in 1977. The pre-school employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, two hold qualified teacher status, and one holds a degree in early years studies. The pre-school is open from Monday to Friday during term time. Sessions are from 8am to 5pm, Monday to Thursday, and from 8am to 3pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Curry

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 the provider and has taken that into account in their evaluation of the pre-school.
- The manager guided the inspector around the provision during a learning walk.
- The manager and the inspector carried out a joint observation of an activity together.
- The inspector looked at relevant documentation.
- The inspector had face-to-face conversations with parents and took account of their views about the pre-school.
- The inspector spoke to staff at appropriate times during the inspection.

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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