

Inspection of Gawber Preschool

St. Thomas Parish Hall, Church Street, Gawber, BARNSELY, South Yorkshire S75 2RJ

Inspection date: 26 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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the setting eager to enter and start their day. They quickly hang their coats and bags up, while staff check with parents if there is anything they need to know. Children show they feel safe as they quickly leave their parents' side. Children have good social skills. They are well behaved, use good manners, take turns and share. There is a variety of resources and equipment easily accessible for children to select from. This helps to promote their independence and choice. Children learn about the world around them. For example, they know the Queen is celebrating 70 years on the throne. They attend a garden party and make their own crowns and flags. Children are very proud of their creations and show them to staff and the inspector.

Children use tools safely. For example, they carefully use scissors to cut out paper shapes. Children use mathematical language as they draw coloured chalk lines on an outside path. They ask the inspector to look at 'how long' their lines are, identify which is the 'longest' and name the colours. Children enjoy activities that help them to develop their large-muscle skills. They carefully walk along planks balanced on top of blocks of wood and manoeuvre around obstacles on bicycles.

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

- The manager is familiar with the curriculum and how it is delivered within the setting. Staff performance is observed, and appropriate training identified to help maintain the quality of education they provide.
- Children's personal, social and emotional development are given priority. The staff plan activities to encourage children to play together and make friendships.
- Children understand the need for good hygiene practice. They wash and dry their hands at appropriate times. When asked why they do this, they explain they are washing away germs that can make them poorly. Children check in mirrors that they have wiped their nose properly and carefully dispose of the tissue.
- Staff have regular supervision with leaders and managers, each one with a different focus. For example, one looks at the well-being of staff and another looks at performance. Consequently, staff feel well supported and enjoy their work.
- The partnership with parents is effective. Staff provide regular updates to parents about their children's progress and what they need to learn next. Staff also offer ideas to parents about activities they can do at home with their children. This helps children continue to build on the skills they already have.
- Children are well supervised by staff, who are aware of their capabilities. For example, staff offer their hands to less confident children as they walk along planks of wood. As a result, they become more confident with each plank they

walk. Eventually, they do not need help because they have mastered the skill of using their body to balance.

- Although staff organise manageable groups for story time, and letters and sounds, they take place within the same period and in close proximity. This raises the noise level in the room to such an extent that some children are unable to fully participate because they cannot concentrate. This hinders their progress.
- Some staff use questions that only require a 'yes' or 'no' answer. This does not challenge children to think about what is being asked and to work out the answers.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff understand the procedures they must implement should they feel a child is at risk of abuse or neglect. They know what to do if there is an allegation made against an adult. Staff understand why the 'Prevent' duty is in place. They describe possible signs of a child being groomed into extreme beliefs and terrorism. A robust recruitment procedure helps to ensure that any adult working with children is suitable to do so. The premises are secure and no one can enter or leave without being noticed.

What does the setting need to do to improve?

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

- review daily routines, in particular the use of group times so that all children fully benefit from the experience
- help staff to strengthen their teaching and maintain the challenge that children need to reach their full potential.

Setting details

Unique reference number	EY479138
Local authority	Barnsley
Inspection number	10229686
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	44
Number of children on roll	89
Name of registered person	Gawber Preschool Limited
Registered person unique reference number	RP533786
Telephone number	07954601727
Date of previous inspection	9 February 2017

Information about this early years setting

Gawber Preschool registered in 2014 and is run by Gawber Preschool Limited. It is situated in Gawber, near Barnsley. The setting employs 15 members of childcare staff; all hold appropriate early years qualifications at level 2 or above, including one at level 6. The setting opens Monday to Friday, term time only, from 7.30am to 5.45pm. Sessions are from 7.30am to 8.30am, 8.50am to 11.50am, 11.50am to 12.30pm, and 3.30pm to 5.45pm. Children may attend for the full day. The setting offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
June Rice

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with children and took account of what they had to say about their nursery.
- The inspector completed observations of the quality of teaching with the manager.

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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