

Inspection of Mary Godwin Under Fives

The Mary Godwin Pavillion, Wymans Lane, Swindon Village, CHELTENHAM,
Gloucestershire GL51 9QS

Inspection date: 1 July 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 are provided with ample opportunities to build on their developing physical skills at this setting. The manager and staff recognise the importance of improving children's muscle strength and coordination. For example, children begin to throw pine cones to see how high they can throw. The manager follows this interest and provides the children with a variety of balls. Some balls have tails, some are small and some are larger. Children explore the flight and force needed to throw different objects. The manager encourages children to think about what makes the objects go so far and asks, 'Why does that not fly very high?' Children develop their fine motor skills as they balance small marbles on golf tees which are stuck into a cardboard box. This builds on children's hand-to-eye coordination and strengthens their finger muscles. Children develop their core strength as they dance, climb, balance, run and jump in the fresh air. This setting promotes children's physical skills very well.

Staff ensure that children learn to value and broaden their awareness of others. Staff help children to challenge stereotypes. For example, they explore a story about a boy who wants to be a mermaid. The setting introduces powerful themes through the stories. Children are encouraged to develop a good sense of personal identity. The manager and staff focus on children's self-esteem, play skills and communication and language. Children are supported to negotiate and solve minor conflicts by themselves. Their behaviour is good. Staff supervise children well and ensure that they are safe.

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

- Mathematics is carefully weaved into practical everyday activities. For example, during snack time, children self-select fruit from small bowls. On each bowl, there is a peg which has a number and corresponding value. Children use their mathematical skills and knowledge to count how many pieces of fruit they can take. They then choose a cracker by shape. For example, they ask, 'Can I have a square cracker please?' Children discuss healthy and unhealthy choices during mealtimes.
- The manager acts with integrity to ensure that she allocates additional funding to support the most disadvantaged children. Through her knowledge and support of families, she can apportion funding where the impact will be the greatest, such as providing additional resources, additional staffing and/or flexibility at drop-off and pick-up times. The manager reflects well on the setting and the care offered to children.
- Children are well prepared for their transition on to school. The manager recognises the skills and knowledge that children need before starting school. A broad and balanced curriculum means that staff identify what children need to

learn and how they will teach this. Children are engaged, motivated and demonstrate good play skills. They are confident learners. However, on occasions, the older and most able children are not provided with enough challenge during conversation or through planned activities to fully extend their learning.

- Staff ensure that parents know what they want children to learn at the setting. They offer practical tips to support children's learning at home, such as ways to support children who are potty training. Parents comment on how open, friendly and professional the manager and staff are. Parents say that they feel the setting values their children as individuals and keeps children safe.
- Younger children benefit from a range of activities that build their vocabulary and develop their communication. For example, children match tempo, intonation and pitch to sing well-known nursery rhymes. Staff use circle games, songs, stories and rhymes to build on children's listening and attention skills. Staff understand the importance of children being able to communicate effectively. However, on occasions, staff answer their own questions and do not allow children enough time to think or to make their own mistakes. This means that children do not always have enough time to reflect and refine their answers or build on their creative problem-solving skills.
- Children with special educational needs and/or disabilities are well supported at this setting. They make good progress from their starting points. The manager works tirelessly with outside agencies and identifies the need for additional support quickly. The manager ensures that regular updates and review meetings focus on children's needs.

Safeguarding

The arrangements for safeguarding are effective.

Children are well supervised and regular risk assessments are undertaken to keep children safe. Staff can identify the signs and symptoms of abuse and know what to do and who to report to should they have any concerns. Staff know what they must do if they have concerns about another member of staff. They understand the importance of the setting's whistle-blowing policy. The designated safeguarding leads can answer questions on a variety of scenarios, which demonstrates their understanding of how to keep children safe. The manager and committee ensure that robust safer recruitment procedures are followed and staff are inducted well.

What does the setting need to do to improve?

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

- allow children more time to reflect and make mistakes so that they build on their creative problem-solving skills
- enhance the planning of activities to provide greater challenge for the most able

children to make the best possible progress in their learning.

Setting details

Unique reference number	101496
Local authority	Gloucestershire
Inspection number	10234026
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	14
Number of children on roll	25
Name of registered person	Mary Godwin Under Fives Committee
Registered person unique reference number	RP522065
Telephone number	01242 263 746
Date of previous inspection	12 September 2016

Information about this early years setting

Mary Godwin Under Fives registered in 1993 and is run by a voluntary committee. The setting employs six members of staff. Of these, one holds a relevant qualification at level 6, and three hold relevant qualifications at level 3. The manager is qualified to level 3. The setting is open from Monday to Friday during term time only. Sessions are from 8.45am to 3pm. The setting provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gwyneth Keen

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 manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector had a learning walk together. They discussed what the manager wants children to learn and how they will support this.
- The inspector and the manager carried out a joint observation.
- The manager spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to several parents and read correspondence during the inspection and took account of their views.

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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