

Inspection of Goostrey Pre-School

Goostrey Scout Hut & Youth Centre, 220 Main Road, Goostrey, Crewe, Cheshire
CW4 8PE

Inspection date: 11 July 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel happy and safe in this friendly pre-school. They arrive excited to discover what they will be doing each day and are highly motivated to learn. Staff know the children well and plan varied activities based on their interests. Staff have high ambitions for all children and seize every opportunity to extend their learning. For example, when a tractor arrives in a neighbouring field, staff follow children's interests. They help them to learn about the tractor and how different machinery can force water through pipes.

Children benefit from a wide range of enriching experiences that are planned by the passionate and creative staff. They recently enjoyed a virtual trip to Hawaii. Children viewed a flight simulation video before 'landing' at their pretend beach outdoors. Children's learning is further extended as they are encouraged to think about how to melt ice to free the toy dinosaurs.

Children take pride as they tend to their home-grown fruits and vegetables in the allotment. They confidently explain that plants grow from seeds, and a child gently squeezes a raspberry before deciding that 'it's not ripe yet'. Experiences such as these inspire children's curiosity and awareness of the wider world.

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

- Children receive meaningful learning through engaging teaching and a wide range of activities. As a result, they are well prepared for school. However, staff do not consistently plan what they want children to learn and in what order. This does not help to build children's knowledge sequentially. The manager has a clear plan of action to address this minor weakness.
- An effective key-person system is in place. For example, children who do not enjoy writing activities are encouraged by their key person to use a whiteboard or write in sand. This ensures that children's learning and care are well supported, and that any additional needs are quickly recognised and met.
- Children with special educational needs and/or disabilities reach their potential through highly structured, individualised support. Staff also attend training alongside parents to learn how best to support the children.
- The manager is dedicated to working closely with other agencies to improve outcomes for children.
- Staff model excellent listening skills when children speak. Children listen well in return, which fosters mutual respect. Children enthusiastically share their play with staff, who expertly ask questions to extend their learning. As a result of this support, children use a wide vocabulary and are confident communicators.
- Children are well behaved and enjoy the consistency of daily routines. They hang up their own belongings, which promotes their independence. They tidy up

together, which gives them a sense of responsibility. One parent stated: 'Not only do staff teach children academic skills, but how to be a good human being.'

- The manager and staff communicate with parents exceptionally well through a variety of methods. For example, parents receive a regular newsletter sharing the 'book of the week'. This enables them to enjoy the same book with their children at home. Several parents report that their children are making good progress because of the efforts staff make to go 'above and beyond' expectations.
- Staff have high expectations of all children. When children struggle to manage and understand their emotions, they are supported quickly and effectively. As a result, behaviour is consistently good.
- Children's good health is positively promoted and supported by the staff, which results in better outcomes for children. For example, a recent 'taste the rainbow challenge' successfully encouraged many children to try healthy foods at home. Children also enjoy eating healthy lunches and snacks alongside staff. This enhances their social skills and helps them to learn about good food choices.
- Staff receive high levels of support from the manager, creating a harmonious environment for children. However, the manager does not have effective systems in place to observe and reflect on practice. This means that training and support needs to enhance the quality of teaching have gone unnoticed.

Safeguarding

The arrangements for safeguarding are effective.

Staff recognise the signs and symptoms of abuse. They endeavour to support each child and their family as a whole. This means parents are comfortable sharing any concerns they have. As a result, staff are able to respond quickly and effectively to support children and their families. Staff understand and implement policies effectively which protect children from harm. They also know who to contact if they have concerns about other members of staff. Children understand that rules keep them and their friends safe. For example, they remind each other not to wave wooden planks in the outdoor construction area because they may get hurt.

What does the setting need to do to improve?

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

- ensure the curriculum is coherently planned and sequenced to further enhance children's learning
- improve systems of supervision to enhance the quality of teaching.

Setting details

Unique reference number	2569765
Local authority	Cheshire East
Inspection number	10239270
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	3 to 4
Total number of places	30
Number of children on roll	41
Name of registered person	Goostrey Pre-School CIO
Registered person unique reference number	2569764
Telephone number	07471756720
Date of previous inspection	Not applicable

Information about this early years setting

Goostrey Pre-School first opened in 1967. The group moved to the current premises in 2017 and re-registered as a charity-run provision in 2020. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school employs six members of childcare staff. Of these, three hold an appropriate early years qualification at level 6 and one holds an appropriate qualification at level 3. The manager is also a qualified teacher.

Information about this inspection

Inspector

Natalie Myatt

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 provider.
- The manager and the inspector had a learning walk together to discuss intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed interactions between the staff and children.
- The inspector carried out a joint observation with the provider.
- The manager, the trustee chairperson and the inspector held leadership and management discussions.
- The inspector viewed key documentation, including evidence of the suitability of staff and their qualifications.
- Parents spoke to the inspector and provided written feedback.

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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