

Inspection of Innsworth Pre-School

Innsworth Infant School, Luke Lane, Innsworth, GLOUCESTER GL3 1HJ

Inspection date: 7 December 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 welcomed into this inviting pre-school by the warm and friendly staff team. They say goodbye to their parents and/or carers with ease and settle into their play. Children develop independence from an early age. They join staff to clear the table after they finish their snack and help to wash their cup and plate in a bowl of soapy water. Children demonstrate an understanding of daily routines and enjoy taking responsibility for small tasks. For example, children proudly shake the tambourine and tell their peers that they have 'five more minutes until tidy-up time'.

Children display a strong sense of belonging as they come together for morning registration. Group activities are adapted to meet the developmental needs of all the children who attend. Older children sit together on the carpet and engage in purposeful group discussions. For example, they count the number of children present and discuss the most appropriate clothing to wear outside in the cold weather. Younger children engage in small-group activities to support their concentration skills. They develop the muscles in their hands in readiness for early writing as they squeeze and mould dough with their fingers. Children express their creativity as they create a small figure from the dough.

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

- Staff plan a broad and ambitious curriculum which is inspired by children's interests. They know children's individual needs well and plan activities to promote their progress and development. However, although staff identify what they want children to learn next, they focus on extending resources rather than what skills and knowledge they want children to learn.
- Staff support children to understand their expectations for behaviour. They swiftly intervene in children's play when they display undesired behaviour and gently remind children to share and take turns. However, staff do not always use these opportunities to talk to children about their feelings and discuss how their actions can impact others.
- Children with special educational needs and/or disabilities (SEND) are supported well. Staff identify children who need additional support and put strategies in place to support their progress. They work closely with children's parents and external professionals, such as health visitors. Children with SEND make good progress in their learning and development.
- Staff effectively support children who speak English as an additional language. They gather information from parents, such as key words in their home language, to support children's overall understanding. Staff use visual aids to support children's understanding of what is happening now and what is coming next. This enables all children to gain confidence and understand the pre-

school's daily routine.

- Children display a love of books and stories. They sit together and listen to familiar stories read by staff. Staff support children's focus and concentration as they hand out small props. Children remember the names of the characters and eagerly reach out to hold them. Staff support children to recall previous learning. For example, they ask questions about how owls hunt for their food. Children raise their hands and proudly explain that, 'Owls catch mice with their feet.'
- Staff support children to learn about and celebrate different cultures. They invite parents into the pre-school to share food and traditional dress from their home countries. Staff fully respect the different nationalities of children and their families. For example, in addition to creating poppies for Remembrance Day, they also make the Bleuet de France.
- The manager and deputy work well together to reflect on the service the pre-school provides and make positive changes. They are supportive of the relatively new staff team and work alongside staff on a daily basis to review and develop their practice. Staff keep their knowledge up to date through online and in-house training. The deputy manager recently lead training to improve the implementation of planned group activities.
- Partnerships with parents are highly effective. Staff share ongoing information with them about children's learning and provide them with ideas and activities to extend children's learning at home. Parents share their gratitude for the pre-school and state the staff 'go above and beyond'.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend safeguarding training to ensure their knowledge of child protection procedures remains up to date. They are aware of the signs that may indicate a child is at risk of harm and accurately identify the procedures they would follow to report a concern. Staff ensure the premises is kept safe and secure. They complete in-depth risk assessments and access medical training to make sure all children are kept safe. The managers implement robust recruitment procedures to ensure that staff are suitable to fulfil their role and work with children.

What does the setting need to do to improve?

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

- further develop staff's knowledge of the intentions for the curriculum, so they precisely identify what knowledge and skills they want children to learn next
- build on the behaviour strategies in place to enhance children's understanding of feelings and emotions and how their behaviour can impact others.

Setting details

Unique reference number	EY437862
Local authority	Gloucestershire
Inspection number	10233800
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	31
Name of registered person	Smith, Desma June
Registered person unique reference number	RP513087
Telephone number	01452 739090
Date of previous inspection	13 January 2017

Information about this early years setting

Innsworth Pre-School registered in 2011. It operates from the grounds of Innsworth Primary School in the Innsworth area of Gloucester. The pre-school is open each weekday from 9am to 3pm during school term times. It provides funded early education for two-, three- and four-year-old children. The pre-school employs seven members of staff. Of these, five hold relevant early years qualifications between level 3 and level 6.

Information about this inspection

Inspector
Holly Smith

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 this into account in her evaluation of the pre-school.
- The manager, deputy manager and inspector completed a learning walk together to discuss activities and intentions for children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and deputy manager carried out a joint observation of staff practice.
- The inspector held discussions with the manager and deputy manager to evaluate the leadership and management of the pre-school.
- The inspector considered the views of parents spoken to 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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