

# Inspection of The Goslings

Winterley Methodist Church, Crewe Road, Winterley, Sandbach, Cheshire CW11  
4RP

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Inspection date: 17 April 2023

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety and well-being are compromised because leaders have failed to ensure that child protection procedures are implemented in practice. Following an allegation against a member of staff, the 'acting' designated safeguarding lead did not share this information with other agencies. Furthermore, the 'acting' safeguarding lead does not have a secure understanding of safeguarding procedures. This puts children at further risk of harm.

Despite weaknesses, children are happy to come into nursery and are excited to start their day. Staff have formed caring relationships with the children, which helps them to settle quickly. Leaders have implemented a new curriculum to help support staff's understanding of how children learn. Children engage in a variety of interesting experiences, both indoors and outside. For example, they talk excitedly about the tadpoles they have been looking after. A lot of hard work has been put into the new curriculum. However, it is not yet fully effective. Staff do not focus precisely enough on children's next steps in their development. Furthermore, children who may need a little more help do not always get the support they need. This does not fully enhance their learning.

Children are active in their learning. They engage in a variety of activities. However, staff sometimes put too much emphasis on following the children's interests. This results in a lack of challenge for children to engage in further learning to meet their developmental goals. This also affects how well children concentrate.

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

- Since the previous inspection, leaders have made improvements to their recruitment procedures. This helps to ensure the suitability of individuals working with children. However, there are still significant weaknesses in the setting's safeguarding practice. When an allegation was made against a member of staff, the 'acting' safeguarding lead did not follow the correct procedures by referring this information to the local authority designated officer. This lapse in procedure, which has gone unnoticed by leaders, puts children at significant risk of harm.
- The procedures for supporting children's learning and development are not fully effective. Staff are able to identify when children may need a little more help. As a result, they put plans in place and focus on what children need to achieve. However, staff do not consistently seek support from other professionals, such as speech and language therapists. This puts children at risk of falling behind.
- The key-person system is not effective. When staff are absent for long periods, there is no procedure in place to ensure children are allocated a new key person.

This does not support their personal development. Furthermore, they are unable to forge a relationship with a familiar adult.

- The quality of the education is not consistently good. At times, staff focus on the activities and not what children need to learn. As a result, children do not consistently benefit from experiences that are tailored to meet their individual learning needs. That said, children are happy and enjoy playing with their friends.
- Children do not fully benefit for the early education opportunities available to them due to gaps in the curriculum. For example, at times, staff focus solely on children's interests rather than what they need to learn. This means that children are not consistently building their knowledge and skills over time.
- Staff manage children's behaviour well. They are calm and patient with children. Staff have also put clear boundaries and strategies in place to help children to understand how to manage their own behaviour. This helps children to regulate their behaviour and develop skills such as sharing.
- Children enjoy borrowing books from the setting's new library. Parents comment how much this has helped to support their children's reading at home. Children thoroughly enjoy reading books in the setting. For example, they are eager to sit and listen to stories. Staff also take time to explain the meaning of words in the book, which helps to extend children's understanding and vocabulary.
- Staff work closely with parents to help new children settle. For example, they provide parents with a daily timeline so this can be shared with their child at home. This provides consistency for children and helps to support a smooth transition into the setting.
- Leaders support staff well-being. Since the previous inspection, the management team has put further support in place for staff. Staff now have much more in-depth supervision sessions to review how they are feeling and any help they may need. This results in a more proactive team who is open to improve.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Leaders do not understand their responsibilities in handling allegations of harm against individuals looking after children. The co-manager has undertaken the role as 'acting' designated safeguarding leader. However, she has not attended a relevant child protection training course to provide her with the appropriate knowledge to undertake this role. This puts children at risk of harm. Despite gaps in child protection procedures, leaders have improved other aspects of safeguarding. They have implemented a new procedure for the safe collection of children. They also have new systems in place to protect the data they hold on children and their families. This ensures they are abiding by data protection regulations.

## **What does the setting need to do to improve?**

**The provision is inadequate and Ofsted intends to take enforcement**

**action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
implement effective safeguarding procedures to protect children, including the procedures to follow in the event of an allegation against a member of staff	12/05/2023
ensure the designated safeguarding lead attends an appropriate child protection course, to help them identify, understand and respond appropriately to any child protection concerns	12/05/2023
implement an effective key-person system so that all children's individual needs are met consistently	12/05/2023
strengthen procedures to support children who may need a little more help to minimise the risk of them falling behind in their learning and development	22/05/2023
plan and implement a curriculum that meets children's individual learning needs.	22/05/2023

## Setting details

<b>Unique reference number</b>	EY235841
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10269366
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	The Goslings Pre-school, Winterley Committee
<b>Registered person unique reference number</b>	RP524927
<b>Telephone number</b>	07749935583
<b>Date of previous inspection</b>	22 November 2022

## Information about this early years setting

The Goslings registered in 2002. The pre-school employs six members of childcare staff. Of these, four members of staff hold qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 3.15pm. The pre-school provides funded early education for three- and four-year-old children. It is eligible to provide funded early education for two-year-old children.

## Information about this inspection

### Inspector

Joanne Valek

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The co-manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a listening activity with the co-manager.
- Parents shared their views of the setting with the inspector.
- The co-manager showed the inspector documentation to demonstrate the suitability of staff.

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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