

# Inspection of The Goslings

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

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Inspection date: 27 September 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Inadequate

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

### **The provision requires improvement**

The manager has worked hard since the last inspection to bring about positive changes to the pre-school to help improve outcomes for children. However, at times there are inconsistencies in how the staff team support children to regulate and understand their emotions. Some children struggle to share, take turns and manage conflicts. Staff do not always take the time to talk to children about their behaviour and how this impacts others. That said, the manager is skilful at getting down to the children's level and helping them to identify their feelings and work together to find solutions. She models this to staff. However, this is not consistently applied across the staff team. Therefore, at times some children become frustrated and upset when things do not go to plan.

The manager has introduced a curriculum intent for what she wants children to learn while attending pre-school. This is shared with staff to help them to plan learning experiences to support children to make progress. However, this is in its infancy and, therefore, is not fully rooted in staff practice. The manager has introduced a secure key-person system. Staff plan in time with their key group of children throughout the week. This helps children to develop bonds with staff and their peers.

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

- The provider does not always ensure that staff effectively implement the curriculum or sequence children's learning to ensure that they are continuously building on what they already know and can do. That said, staff are always close by to facilitate children's play. The manager and staff have carefully considered how to set the environment up with resources which capture the interests of the children. However, the learning experiences available to children are at times narrow in focus. Consequently, children do not always make consistently good levels of progress.
- Staff do not always consistently support children with their individual needs. In particular, when children struggle to regulate their emotions. Therefore, at times some children are not benefiting from a harmonious approach. Nevertheless, there is a special educational needs coordinator (SENCo) in place who is new to the role. She has completed training with the local authority and is shortly due to complete her level 3 qualification in special educational needs. The SENCo is aware of the importance of referring concerns to other professionals to access early help for children. This ensures that children are assessed in a timely manner.
- The manager is an asset to this setting. She works tirelessly to make improvements to the pre-school to strengthen the experiences for children. The manager demonstrates the capacity to bring about further positive change. She

has introduced regular supervision meetings for staff, where specific targets are set and training needs are identified. However, these are in their infancy and have not been fully embedded. That said, the manager evaluates staff practice effectively. She works closely with staff, modelling good practice to help coach and mentor them.

- The manager and staff support children to make progress with their communication and language development. They have introduced a lending library to encourage children to take books home to share with their parents. Staff regularly sing familiar songs with children and encourage them to use actions and participate. Staff play alongside children and hold back-and-forth conversations with them about their time outside of nursery. Consequently, on the whole, staff support children with their growing vocabulary.
- Staff sit with children at the table while they all enjoy their packed lunch. Children are encouraged to eat the healthy food choices before they have their treats. Staff ensure that children get ample time to play outside. Some children practise their balance and coordination skills as they move around on bicycles and tricycles. Others have fun digging in and watering the planting area. This supports children with their physical development.
- The manager has worked hard to establish secure relationships with parents. She has improved the methods of communication to ensure that parents have a good knowledge and understanding of what their children are learning. This helps parents to support children's learning at home and talk to their children about what they enjoy at pre-school. Parents are aware of who their children's key person is and comment that they would feel confident to raise any concerns with them.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge and understanding of the setting's safeguarding policy and procedures. They are aware of the potential signs and symptoms of abuse. The manager and staff have a good knowledge and understanding of how to correctly report concerns about the welfare of children to other professionals. They are aware of the reporting procedures should there be an allegation made against a member of staff. The manager and staff are trained in paediatric first aid and know how to administer first aid and what to do in the case of an emergency. The manager ensures that accidents are recorded correctly and shared with parents in a timely manner. They carry out regular checks of the environment to ensure that it is safe for children.

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

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

	<b>Due date</b>
ensure staff are trained to effectively manage children's behaviour, meet their individual needs, help them to understand how their actions impact others and to self-regulate	08/11/2023
ensure staff effectively implement the curriculum and sequence children's learning to support them to make continuously good progress.	08/11/2023

## Setting details

<b>Unique reference number</b>	EY235841
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10291260
<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>	23
<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>	17 April 2023

## Information about this early years setting

The Goslings registered in 2002. The pre-school employs five members of childcare staff. Of these, three members of staff hold appropriate qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Suzanne Fenwick

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents 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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