

Inspection of Gorefield Pre-School

69 High Road, Gorefield, Wisbech, Cambridgeshire PE13 4NB

Inspection date: 13 March 2024

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and secure in this welcoming pre-school. They settle quickly and develop strong bonds with staff, who provide a friendly and nurturing environment. Children are confident and chat freely with the staff, who put children at the centre of all they do. Staff are responsive to children's wishes and interests. They engage in discussions to plan together a fun-filled day of stimulating play opportunities. For instance, children initiate a mini-beast hunt in the garden and staff introduce books for children to identify their finds. Children benefit from the experienced staff, who skilfully build on the children's interests to enhance and extend their play experiences. For example, following a story about pirates, staff help children to create treasure maps and engage in a game of hide-and-seek for treasure. Children thoroughly enjoy the playful interactions they receive from the staff.

Children have a positive attitude to learning and enthusiastically engage in activities. Staff provide a good balance of opportunity for both child-led and adult-led activities. Children listen intently to instructions while learning new skills, such as using hand-drills, saws and hammers as they engage in woodwork. Staff help children to be independent in their play and allow them to explore and combine materials. For instance, children play with dough in the home-corner, which they use to create meals that staff happily pretend to eat. Children behave well and staff help children to learn the language of emotions. This helps children to regulate their behaviours.

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

- Staff organise the pre-school exceptionally well. They maximise opportunities for children to make choices and actively lead their own learning. For instance, children access boxes and large tubes. They add craft materials and play cooperatively together as they construct a pirate ship. Staff are careful to follow the children's lead and allow them to direct the play. This helps to promote children's creativity and remain engaged in the play experience.
- Staff provide children with exciting opportunities to develop and strengthen their large and small muscles. For example, they dig, rake, shovel and steer wheelbarrows to transport items around the garden. Staff support younger children to balance as they make their way around an obstacle course. They hold younger children's hands then encourage them to try it independently. In addition, staff teach children techniques to support their independent use of tools such as scissors and knives.
- The experienced staff promote children's literacy exceptionally well. The pre-school have invested in a literacy corner in the outdoor area for children that prefer outdoor learning. Children access a wide choice of text to support their

play. For instance, they have recipe books in the home-corner and non-fiction text alongside activities. Children enjoy well-read stories that staff skilfully enhance with planned play opportunities to help to bring books to life.

- Children's communication and language development is supported well. Staff are good role models, and they provide back-and-forth conversations throughout the day. For example, children discuss where the fruit grows that they enjoy at snack time and if they taste 'sweet' or 'tangy'. Staff ask children questions and comment on their play. However, staff are not always ambitious with the language they use when talking with children to extend their vocabulary.
- Children with special educational needs and/or disabilities are supported well by staff. They work closely with other professionals and implement targeted support for children who require additional help with their development. For instance, they incorporate strategies to promote children's skills in communication. Staff share these strategies with parents. This helps to ensure children make the best possible progress.
- Parents speak highly of the staff and value the support they provide. They comment on the progress their children make and how they enjoy their time spent at the pre-school. Parents describe the staff as 'going above and beyond' in the support they provide. They appreciate the regular feedback about their children's development and the activities they share with parents to support their children's learning at home.
- The manager ensures that staff have regular supervision meetings where they can discuss their key children. The manager supports her staff well to improve their professional skills and to provide good-quality interactions to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance staff's understanding and practice about how to help children develop a wide and varied vocabulary.

Setting details

Unique reference number	221881
Local authority	Cambridgeshire
Inspection number	10316857
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	26
Number of children on roll	31
Name of registered person	Gorefield Playgroup Committee
Registered person unique reference number	RP517153
Telephone number	01945871042
Date of previous inspection	23 May 2018

Information about this early years setting

Gorefield Pre-School registered in 1994 and is run by a committee. The committee employs five members of childcare staff, of which all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- Parents provided verbal feedback during the inspection. The inspector took account of all their views.
- The inspector carried out a joint observation with the manager to assess the impact of staff's teaching on children's learning.

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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