

Inspection of Gamesley Early Excellence Centre

Winster Mews, Gamesley, Glossop, Derbyshire SK13 0LU

Inspection dates: 4 and 5 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Gamesley Early Excellence Centre is an inclusive and welcoming setting where children thrive. Staff know all the children well and want the very best for them. Children start their school day with confidence and a smile. Staff ensure that children enjoy attending and feel safe.

Children are happy and inquisitive. They explore the school grounds with growing confidence. Children particularly enjoy their walks around the school field, where they learn about their surroundings. They love to learn about animals, making daily check-ins on the school chickens.

Children try their best to meet the school's high expectations of their behaviour. Staff promote positive behaviour from the moment children join the two-year-old provision. Children know and model the two school rules of 'being kind and listening to adults'. They learn the importance of sharing and cooperating with one another. Staff provide effective support for those children who need extra help with managing their emotions.

Children readily engage with the exciting learning opportunities. They are eager to teach others about their school rules. This includes writing letters to the 'cheeky shark' to remind him of their expectations. Learning is purposeful and children achieve well.

What does the school do well and what does it need to do better?

The school has created a broad and interesting curriculum. It has identified much of the important knowledge that staff will teach and the order in which children will learn it. In the main, children, including those with special educational needs and/or disabilities (SEND), are well prepared for their next steps.

In a small number of areas across the curriculum, the school has not identified some of the important knowledge and vocabulary that children should learn in sufficient detail. This makes it tricky for staff to know what they should prioritise when designing learning activities. In these areas of learning, some children do not learn precise knowledge and vocabulary as well as they could.

Underpinning the curriculum is the school's focus on developing children's communication and language skills. Mostly, staff use talk and a wide range of communication strategies to engage with children successfully. However, on occasions, some staff's talk with children does not aid their learning as well as it could. When this happens, children's language is not extended as fully as it might be.

The school has given lots of thought to the books, rhymes and songs that children will hear and read. Children, including two-year-olds, know and enjoy many different

stories, rhymes and songs. They gain a secure foundation for continuing to learn to read at primary school.

Staff observe, support and extend children's learning of the curriculum well. They act promptly if they identify that any child, including those with SEND, needs extra help from staff or other professionals. Children with SEND benefit from an education which is as ambitious as that of their peers.

Children behave well. Staff teach them to care for one another, look after resources and to respect adults. Children follow routines and enjoy the praise that they get for their positive behaviours. Any children who need extra help to regulate their emotions are supported well by nurturing staff.

Children benefit from a range of opportunities to broaden their personal development. For example, they learn about different festivals and enjoy learning about different countries. Children develop their imagination in the role play areas. Particular favourites include their recent 'trip' to France on the classroom aeroplane. Children are active throughout the day. They make good use of the climbing equipment and trampoline to improve their agility. Children, including those with complex SEND needs, are well supported to develop core strength, and take risks.

The school guides parents and carers well through the big step of helping their child to start school for the very first time. Parents are positive about the relocation of the nursery to the school site, which took place in September 2023. Staff communicate well with parents about their children's learning.

The school is considerate of staff's workload and well-being. Staff value being part of the close-knit team.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas of learning, the curriculum has not been designed with the same precision as the rest of the curriculum. Where this is the case, the school is not as clear in its expectations of the precise knowledge and vocabulary that children need to learn. The school should ensure that the curriculum design outlines precisely the knowledge and vocabulary that children need to learn, so that children achieve even better across all areas of learning.
- On occasion, staff do not build children's knowledge through talking with them about their learning as they play. This means that some children do not expand their language as well as they might. The school should ensure that all staff make

full use of opportunities to support and extend children's learning and language through talk and discussion.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112470
Local authority	Derbyshire
Inspection number	10324048
Type of school	Nursery
School category	Maintained
Age range of pupils	2 to 5
Gender of pupils	Mixed
Number of pupils on the school roll	51
Appropriate authority	The governing body
Chair of governing body	Gemma Parkin
Headteacher	Deborah Meredith
Website	www.gamesleyeec.org.uk
Date of previous inspection	13 July 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- The school offers provision for two-year-old children.
- In September 2023, the school moved premises and is now located within Gamesley Primary School.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these areas of learning: communication and language, physical development and understanding the world. They met with

subject leaders, visited learning activities and spoke to staff. Inspectors spoke with children when visiting lessons and considered their work.

- The lead inspector spoke with members of the governing body, including the chair of governors. The lead inspector also spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the view of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with parents at the end of the school day. They also spoke with staff about their workload and well-being. They considered the views of staff shared through Ofsted's online staff survey.
- The inspectors observed children's behaviour in the classrooms, outdoors and during social times.

Inspection team

Kirsty Norbury, lead inspector

His Majesty's Inspector

George Huthart

Ofsted Inspector

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