

Inspection of The Goslings

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

Inspection date: 11 September 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Requires improvement

What is it like to attend this early years setting?

The provision is good

The manager, pre-school committee and staff have worked tirelessly to drive improvements over recent months. They have identified a detailed action plan and made a number of changes to address actions raised at the last inspection. Staff have strengthened the curriculum and introduced improved systems for planning and assessment. Staff now capture children's interests and meet learning needs through targeted teaching. A focus on staff training has led to improved confidence among the staff team, particularly relating to managing children's behaviour. The team has pulled together and worked hard, driven by a common goal to raise standards for children and families. There is now an established culture of improvement and an ethos of teamwork, which together will help to maintain and build on the good standards now in place.

Staff help children to learn and practise healthy habits from an early age. For example, children wash their hands before eating and staff talk to them about the importance of this routine. Children discuss healthy food choices and staff explain the effect food has on the body, stating that 'nutritious food makes us strong'. Children enjoy being physically active outside. There is plenty of space for children to run, climb and ride bicycles, helping to promote their good physical health. Singing is an integral part of the pre-school routine and children enthusiastically join in their favourite songs, often adding familiar actions as they sing. Rhythm and rhyme helps to extend children's emerging and developing vocabulary in fun and age-appropriate ways. Staff are fabulous role models. Children watch staff intently and copy what they see. For example, children learn how to treat others with respect and empathy as they witness adults being kind towards others. Staff remind children to use their manners, and children often say 'please' and 'thank you'. Children benefit from a well-stocked lending library, borrowing books to read at home. This helps to extend their good literacy and early reading skills. Staff use humour in their teaching. They create a fun and relaxed atmosphere that helps to enthuse children in their learning. Overall, this is a busy pre-school where children are settled, happy and well-supported in their learning.

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

- The manager leads with compassion, and staff well-being is given her utmost attention. Staff report that they are happy in their work and feel valued. In return, staff are motivated and dedicated to offer a high-quality service.
- Staff share plenty of information with parents and they recognise that communication is integral to effective partnership working with home. Frequent updates about children's progress help parents to be fully informed. Parents regularly visit the setting for nativity shows and sports day events. There is a truly collaborative approach to children's care and learning. In turn, children

benefit from seamless routines between the home and setting.

- Staff observe children continuously and identify precisely what children need to learn next. Challenge is incorporated through ambitious teaching. Children make good progress from their starting points.
- Children benefit from a unique and broad curriculum. Staff make the most of their expertise to support children's learning. For instance, staff who have an interest in fitness enjoy delivering yoga lessons, and those who enjoy nature grow many vegetables and plants with children. Children make good all-round progress supported by an engaging and fun curriculum. Despite this varied curriculum, there are fewer opportunities for children to learn about differences and similarities between themselves and others in the wider world, in particular through their self-chosen independent play.
- Children make good progress in their language skills. Staff continually talk to children about what they are doing and can see. Children respond to instructions, showing good understanding of spoken words. However, occasionally, staff use closed questions, which does not always extend children's discussion and conversational skills.
- Staff develop positive relationships with other professionals. They use these links to help children make the best possible progress. For instance, links with local school teachers are established and help children to make a smooth transition to school when the time eventually comes.
- The manager is included in ratios daily. She uses her time with staff to observe what they do and offer supportive professional discussion. This coaching helps to nurture staff's skills and to raise standards continuously.
- Staff continually assess the risk of the environment, making changes as required during the day. For example, water on the floor is immediately cleared to prevent the risk of children slipping. Staff keep children safe.

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:

- develop the curriculum further to enhance children's understanding of the wider community, including more opportunities for children to learn about diverse cultures and lifestyles different to their own
- support staff to use open-ended questions and give children more opportunities to engage in two-way conversations to extend their communication skills even more.

Setting details

Unique reference number	EY235841
Local authority	Cheshire East
Inspection number	10313852
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	20
Number of children on roll	22
Name of registered person	The Goslings Pre-School, Winterley Committee
Registered person unique reference number	RP524927
Telephone number	07749935583
Date of previous inspection	27 September 2023

Information about this early years setting

The Goslings registered in 2002. The pre-school employs six 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 children aged two and three years.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector toured all areas of the setting. During this learning walk, the manager explained how the curriculum and environment are designed to support children's development.
- The inspector spoke to all staff at various intervals during the inspection and took account of their comments. Parents' and children's views were also considered by the inspector.
- The manager and inspector completed a joint observation. Together, they evaluated the quality of teaching observed.
- The inspector observed interactions between staff and children, during a range of planned and spontaneous play, and assessed the impact this was having on children's learning.
- The inspector sampled a range of required documentation, including children's records, staff suitability checks and qualifications.

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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