

Gamesley Early Excellence Centre

Inspection report

Unique Reference Number	112470
Local Authority	Derbyshire
Inspection number	337940
Inspection dates	14–15 June 2010
Reporting inspector	Kathleen McArthur

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Nursery
School category	Maintained
Age range of pupils	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair	Margaret Rostron
Headteacher	Lynn Kennington
Date of previous school inspection	5 March 2007
School address	Winster Mews Gamesley Glossop
Telephone number	01457 729650
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Age group	3–4
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Introduction

This inspection was carried out by two additional inspectors. Three teachers were seen, 11 lessons were observed in the nursery and the baby and toddler rooms were observed. Meetings and discussions were held with staff and governors. Inspectors observed the setting's work, and looked at improvement plans, assessments of children's progress and safeguarding documentation. They considered the responses in the 60 questionnaires received from parents and carers.

The inspection team reviewed many aspects of the setting's work, and looked in detail at the following:

- whether staff take every opportunity to promote speaking and listening skills
- how leadership ensures all staff share their vision and consistently apply agreed policies and practice
- the effectiveness of senior leaders in shaping the future direction of the setting.

Information about the school

Gamesley Early Excellence Centre is a Children's Centre. Almost all the children are of White British heritage. The proportion known to be eligible for free school meals is above average. The Centre is designated as an Enhanced Resource for children with special educational needs and/or disabilities. Currently, the proportion identified with special educational needs and/or disabilities is lower than that found nationally.

The centre holds numerous awards, including Basic Skills, Health Promoting Schools, a Charter mark and two gold awards for school meals.

In addition to education and care, the Centre provides 27 different facilities to children, families and the local community. These include a toy library, Citizens Advice, Jobcentre Plus, adult education, health facilities and outreach work.

The headteacher manages the on-site Child Care Community Company that provides day care for children from birth to 5 years. This provision was part of the current inspection. The Company also provides Gamesley Out-of-School Club, attended by children aged four to 11 from local primary schools.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Gamesley Early Excellence Centre successfully achieves its aim 'To be the best we can' and is the 'hub' of the community. The headteachers visionary leadership inspires outstanding education and care from birth to five years. Children's happy, smiling faces as they arrive each day show they feel extremely safe and secure in the welcoming setting. Parents and carers are overwhelmingly supportive, saying the setting is 'outstanding', 'excellent' and 'fantastic'.

Provision for babies and toddlers (the under-threes) is very well organised and highly effective. Individual needs are met with very high regard for care and welfare, and developing children's language skills are very much to the fore. Most children start nursery with skills below those typical for their age in all areas of learning, although their physical skills are as expected. Their outstanding achievement is due to excellent teaching and a very rich curriculum. All children make rapid progress, including those with special needs and/or disabilities. Speaking and listening skills are developed at every opportunity so children express their ideas and talk about their experiences confidently. By the end of their time in the nursery, the majority reach, and some exceed the expected levels for their age in all areas of learning.

Behaviour is excellent, and children respect and care for each other. Exemplary use of the exciting outdoor area really captures children's natural curiosity and they love learning and exploring in the fresh air. Extremely detailed assessment enables staff to prepare individual education plans for each child, based on their particular needs, interests and abilities. One child became very interested in castles so staff provided castle building activities outside and arranged a visit to Skipton Castle.

There is outstanding capacity for further improvement. Excellent team leadership and very well structured management systems, based on well established and highly accurate self-review arrangements, ensure leaders have a very clear view of what needs to be done to improve the provision. Team leaders ensure all members of the large staff aim high and apply agreed policies and procedures consistently. For example, they take every opportunity to develop children's language skills. Good governance brings a wide range of experience and community links. Not all governors have been involved in monitoring provision, limiting their knowledge of the setting that would enable them to make an even stronger contribution to future development planning.

What does the school need to do to improve further?

- Extend monitoring procedures to ensure the governing body makes a full contribution in shaping the future of the provision

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Outcomes for individuals and groups of children

1

Children greatly enjoy their time in the setting. Attendance is good, and one parent commented that their child wants to come, 'even when on holiday'. Carefully planned activities, appropriate to their age and height, encourage the under-threes to explore, and they enjoy investigating their 'Treasure boxes'. Lesson observations show that nursery children are keen, enthusiastic learners and make excellent progress in gaining the basic skills that they will need in the future. They quickly learn letter sounds ready for reading and writing, and when they leave nursery, the majority write their name legibly.

All children, including the under-threes show a very strong sense of belonging and security. Excellent relationships with key workers, adults and their peers increase children's confidence so they happily leave parents and carers and become increasingly independent. Children show excellent understanding of how to keep safe and healthy. They use equipment sensibly, choose healthy snacks and enjoy physical activities, pretending to be World Cup footballers during a movement lesson in the hall. Spiritual, moral, social and cultural development is excellent. Children show high levels of curiosity and enthusiasm, cooperate and work together happily and show genuine concern and consideration for others. Diversity is respected and celebrated, for example at the time of the Chinese New Year and Eid festivals. Grandparents' Day, charity work and local bulb planting enable children to contribute to the wider community extremely well. Children enjoy taking part in local events, such as the Christmas market and their links with a kindergarten in China.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	1
Children's achievement and the extent to which they enjoy their learning	1
Taking into account:	
Children's attainment ¹	2
The quality of children's learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
The extent to which children feel safe	1
Children's behaviour	1
The extent to which children adopt healthy lifestyles	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which children contribute to the school and wider community	1
The extent to which children develop skills that will contribute to their future economic well-being Taking into account: Children's attendance ¹	1
	2
The extent of children's spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers' thorough knowledge of all learning and development requirements ensures that exciting, innovative learning activities are provided in a stimulating environment. Children enjoy a very well balanced blend of activities that they choose for themselves or are led by staff. Exemplary assessment and tracking systems, based on high quality observations and consultation with parents and carers, guide staff in preparing individual education plans for every child. Progress in all areas of learning and development is rigorously monitored and the information used to direct extra help swiftly and to extend and challenge children with particular gifts and talents.

An excellent range of memorable curriculum opportunities extend and broaden children's experiences extremely well. Areas of learning are skilfully linked; making raspberry ice-cream involved mathematics, physical and language skills, and the children certainly enjoyed tasting and selling their product. Well-resourced outdoor areas offer a very wide range of imaginative activities. Children engage in role play as pirates hunting for treasure, explore musical sounds and investigate the scent of different herbs. Lots of visits build on children's interests, and partnerships are very valuable in providing further activities such as sports and the arts.

The setting is justifiably proud of the outstanding care, support and guidance it provides. Excellent attention to every aspect of children's individual developmental needs ensures they feel very safe, happy and progress rapidly. Staff meet the needs of the under-threes very well, with a high regard for their welfare and well-being. For example, ensuring children's individual sleep patterns are followed carefully. Strong relationships between staff and families are a vital factor in children's excellent progress, particularly the more vulnerable and those with additional needs. Parental comments show a high level of trust in the staff.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	1
The quality of teaching Taking into account: The use of assessment to support learning	1
	1
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The effectiveness of care, guidance and support	1
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How effective are leadership and management?

The ambitious vision of the headteacher to provide the best possible care and education for every child has sustained outstanding performance over time. Senior leaders and governors fully share this vision and high expectations. They implement extremely thorough self-evaluation procedures. Staff morale is high. Professional development and performance management result in high quality teaching throughout the setting. Governors challenge leaders and contribute to future planning but only a few are, as yet, proactively involved in monitoring the setting.

Exemplary arrangements ensure all staff prioritise safeguarding so children are very safe and secure. Procedures are reviewed regularly, child protection training is always up-to-date and there are strong links with key agencies. A strong ethos and philosophy of inclusion ensures there is no discrimination and no child or family is prevented from participating in any activity. Relationships with parents and carers are highly positive. They are welcomed as they bring their child into the setting each day, giving them informal opportunities to meet staff informally and exchange information.

Excellent partnerships through the Children's Centre and with the local authority enable the setting to reach out to support and involve families through fun activities, adult learning and parenting courses in a friendly, familiar environment. Partnerships and outreach work contribute to outstanding community cohesion arrangements. Leadership has an excellent understanding of the community and works hard to provide facilities and activities that meet its needs. Value for money is excellent.

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The effectiveness with which the school deploys resources to achieve value for money

1

Views of parents and carers

Approximately one third of parents and carers returned the questionnaire giving their views of the nursery. These were 100% positive, showing that parents and carers are extremely happy with the nursery. In particular, they are pleased that their children are kept safe, are making good progress and their particular needs are met, and they feel well informed. This inspection confirms parents' overwhelmingly positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Gamesley Early Excellence Centre to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 144 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	83	10	17	0	0	0	0
The school keeps my child safe	51	86	8	14	0	0	0	0
The school informs me about my child's progress	47	80	12	20	0	0	0	0
My child is making enough progress at this school	46	78	13	22	0	0	0	0
The teaching is good at this school	47	80	11	19	0	0	0	0
The school helps me to support my child's learning	42	71	16	27	0	0	0	0
The school helps my child to have a healthy lifestyle	43	73	18	27	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	39	66	14	24	0	0	0	0
The school meets my child's particular needs	50	85	9	15	0	0	0	0
The school deals effectively with unacceptable behaviour	45	76	12	20	0	0	0	0
The school takes account of my suggestions and concerns	43	73	15	25	0	0	0	0
The school is led and managed effectively	45	76	14	24	0	0	0	0
Overall, I am happy with my child's experience at this school	51	86	8	14	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of children.■ The quality of teaching.■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 June 2010

Dear Children

Inspection of Gamesley Early Excellence Centre, Glossop, SK13 0LU

There were lots of exciting things going on when I visited. You were making delicious ice cream, looking at the lights in the sensory room, being pirates and searching for treasure, training to be footballers at the World Cup and building pipes for the water to run down. You still found time to help me so I would like to say a big thank you to everyone.

I think Gamesley Early Excellence Centre is outstanding. Your mums, dads and carers think so too.

You are all really well cared for and I could tell you feel safe and happy. The teachers make sure you have all sorts of interesting things to do indoors and outside. They take you swimming and I know there are lots of trips in the mini-buses, and soon you will be visiting a real castle at Skipton.

I could see that you are all very happy and feel safe. You try hard and learn really quickly. Your families must be really proud of the way you behave and are kind to each other.

The leaders are always trying to make things even better, and the governors are going to keep a check on what they do!

Keep trying your best and I wish you lots of fun and happiness in everything you do.

Yours sincerely

Kathleen McArthur

Lead inspector

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