

# Gaddesby School Community Pre-school

Gaddesby Village Hall, Ashby Road, Gaddesby, Leicestershire, LE7 4WF

<b>Inspection date</b>	06/11/2014
Previous inspection date	08/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Early years staffs' teaching is outstanding. There is an excellent focus on learning, both indoors and outdoors, and all children are respected and valued as individuals.
- Children have exceptionally strong attachments to the pre-school staff. They are extremely happy, confident and self-assured in this welcoming pre-school. They explore their environment with confidence and their emotional well-being is supported exceedingly well.
- Staff have an in-depth knowledge and understanding of safeguarding and welfare requirements. This ensures that children remain safe and secure whilst in their care.
- Pre-school staff are highly skilled at engaging children in conversation. Children's communication is highly supported and they confidently extend their vocabulary.
- Partnerships between the pre-school staff, parents and other professionals is outstanding. This ensures children's needs are quickly identified and exceptionally well met. There is a strong focus on shared learning and individual learning needs ensuring children are extremely well prepared for their next stage in their learning.
- This highly dedicated, inspiring pre-school continually updates their own professional development by attending a variety of training courses. They effectively evaluate and monitor their practice, taking into account the views of parents and children. As a result, they have a very strong desire to further improve this already outstanding pre-school.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector sampled children's assessment records and the planning documentation, and looked at a selection of policies and procedures, including those for safeguarding and risk assessments.
- The inspector had a tour of the premises during the inspection and observed activities in the children's learning environment.
- The inspector spoke to the registered provider, manager and childcare staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day and by reading comments on questionnaires.
- The inspector checked evidence of suitability and qualifications of staff working with the children on the premises over the age of 16 years.
- The inspector discussed self-evaluation as a way of identifying improvement for future development of practice.

**Inspector**

Tracey Hobbs

## Full report

### Information about the setting

Gaddesby School Community Limited Pre-school was established in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, and committee run. It operates from a large room with attendant facilities in the village hall in Gaddesby. There are currently 23 children from two to five years on roll. This includes 13 funded two-, three- and four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special educational needs and/or disabilities. The group opens five days a week during school term-times. Sessions are from 9am to 12pm on Monday, Tuesday and Wednesday and from 9am until 3pm on Thursday and Friday. There are five staff who work with the children. Two staff members have early years qualifications at level 3, and one with Early Years Professional status.

### What the setting needs to do to improve further

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

- continue to inform parents of any accident and incidents in a timely manner and that records are consistently signed by them as soon as reasonably possible.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Teaching and learning is outstanding because staff have high expectations and understand how child learn. This well-qualified registered provider has in-depth knowledge of the learning and development requirements of the Early Years Foundation Stage. In addition, childcare staff have very high expectations of themselves, and the children in their care. Children make outstanding progress, including those with special educational needs and/or disabilities. For example, a parent spoke positively about how well her child's communication and language had developed since being at the pre-school. Staff value parents' as the children's first educators. They collect detailed information about all aspects of children's prior learning and development, and expertly use this to assess their starting points. Parents are encouraged to look at the children's learning journal books from the pre-school and staff talk on a regular basis to parents. They provide a home to pre-school communication diary, if required, so as to share learning. Children are allowed to borrow toys and the pre-school bear to help with transition. Staff continue to track children's progress through precise observations and accurate assessments, and effectively develop plans for the next steps in children's learning and development. The pre-school staff complete the progress check for children aged between two and three years and provide regular, in-depth and informative progress summary's for parents. As a result, any gaps in children's learning and development are quickly identified and addressed through appropriate support. The setting is extremely well set out to support children's interests and inspire them to use their skills and imagination when engaging in

activities. Boxes and storage containers are clearly labelled with words and photographs of the contents, to encourage self-selection by all children. Speaking and listening skills are promoted effectively through small group activities. For example, groups of children enjoy stories and books and are supported in their understanding through a member of staff reading the story and asking questions.

Staff take responsibility for maintaining a learning journey for each child in their key group. This contains observations, planning and assessments of children throughout their time at the pre-school. This means that staff effectively get to know children's interests and learning styles. As a result, staff plan next steps in learning, which are suitably challenging and meet the individual needs of each child. Staff are extremely receptive and responsive to the choices children make during their play. They allow children to choose activities for themselves and engage with them at appropriate times, asking open questions to promote communication and language and skilfully encourage children to consider their approach to activities. Staff support children's learning further by introducing additional resources to extend their play and subsequently their knowledge and understanding. For example, staff support a child to explore the sand by adding water and the child displays increased concentration as he moves the trucks in the sand, thoroughly enjoying the activity.

Children's problem solving skills are developing as they work out how to take the lids off chunky pens or how to carefully use paper shape cutters to make patterns on their pictures. Staff give them lots encouragement and praise when they succeed. Physical development is fostered exceptionally well. All children are interested, keen learners, absorbed in their play, exploring the wider environment and developing their own solutions and ideas. For example, children eagerly set about climbing, balancing and swinging on large apparatus in the outdoor area. Children enjoy taking part in an adult led activity using wind sticks, talking about the coloured ribbons and watching them sway around in the wind.

### **The contribution of the early years provision to the well-being of children**

Children are happy and enjoy their time at the pre-school, especially so outdoors. The staff actively uses the outside area/school grounds next door to enhance the children's enjoyment of the natural environment. A trip outside every session enables children to balance and climb. The children are given freedom to take risks. They confidently climb to the top of the climbing frame and demonstrate they are learning how to keep themselves safe. Therefore, enabling them to develop physically and promoting a healthy lifestyle. This is developed further by the staff planning and providing further freely available resources, for example, water play, paints, crayons and small world trucks to dig in the bark. Children show a good level of independence at snack time. They pour drinks, spread toppings onto bread and cut fruit with proficiency. The healthy food staff provide promotes children's health and well-being. A staff member is deployed to the children and supports where necessary.

Staff maintain the environment well and resources are easily accessible for the children to select themselves. As a result, children regularly participate in aspects of the daily routine.

Staff observe children independently engaging in activities and self-care, choosing what they want to do, when they want or need to do it. The displays contain children's own work, the artwork is individual, expressive, and clearly represents the children's own ideas. Children's understanding of safety is promoted as staff remind children of potential dangers and how to stay safe. For example, during outdoor play staff offer gentle reminders to children to be careful when balancing and climbing. The emotional security staff provide for children is outstanding. For example, they offer cuddles and compassion to children when they have had a bump or a fall, to help relieve their distress. Children's behaviour is exemplary because the staff are excellent role models. The pre-school have basic rules, which are shared with parents and children through the parents/ members pack. The staff provided additional support when children are struggling to understand expectations and uses positive praise to acknowledge their achievements. As a result, children clearly understand what they are doing well.

The pre-school staff are highly skilled, sensitive and very responsive practitioners and fully support children to become confident and capable individuals, which provides a solid foundation for their personal, social and emotional development. The pre-school provides the children and families with a welcoming environment to ease transition. Children and parents are shown around and have as many visits as the family require. The manager and staff share policies and procedures, and a parent pack/ members pack. When a parent signs their child up to attend the pre-school the staff offer the parent the opportunity to borrow a transition book which contains pictures of the pre-school and the staff, to further aid the settling process. Starting points are identified and they allow children time to choose their own key person so they are confident that the relationship will work for them. Children display excellent levels of independence and these are exceptionally well supported by the staff. For example, children readily wash and dry their hands after finishing messy play, and with prompting, even the younger children independently wash their hands before mealtimes. For children who need a rest or a sleep during the day, the staff provide a cosy area with cushions where they can safely and comfortably sleep. Independence is also promoted at these times, as children are encouraged to collect their own comforters. Children independently attempt to change their shoes and put on their coats to go and play outside. As a result, children show high levels of confidence and self-awareness and are gaining some of the skills that they will need when they move on to the next stage in their learning.

### **The effectiveness of the leadership and management of the early years provision**

The registered provider, manager, staff and committee understand their roles and responsibilities to meet the safeguarding and welfare requirements. A thorough recruitment and induction process is in place with all necessary checks being made. All staff demonstrate a clear understanding of safeguarding procedures, which are reflected in the policy. Staff have attended training and have a clear understanding of precisely what they are required to do if they have any concerns about children in their care. All staff have a current paediatric first-aid qualification and fully understand the requirements for recording incidents, accidents or injury. This helps to ensure children are cared for appropriately in the event of an accidental injury. They always inform parents in a timely

manner of any accidents, incidents or first aid given, however, on some occasions the accident book is not signed by parents to confirm this. Staff closely monitor access to and from the pre-school. Management and all staff are vigilant about arrival and collection procedures, risk assessments, and security precautions that contribute towards children's safety. The pre-school maintains appropriate adult to child ratios to support the ongoing care and welfare of the children. Therefore, children are safeguarded well and are secure in the pre-school.

The registered provider monitors and evaluates all aspects of the pre-school well. Staff evaluate and reflect on areas for improvement and action plans highlight future improvements and how these are to be achieved. For example, the local authority early years adviser highlighted that children would benefit from a more independent snack time procedure. Staff visited other settings to observe practice which could be implemented within their own pre-school. As a result, children now have the opportunity to access an open snack bar which promotes independence and fosters learning and development for future life skills. A system to track children's progress is in place and the manager monitors this regularly to ensure that any potential gaps, correlations or specific interventions are quickly identified. As a result, children are making good progress in their learning and development.

The pre-schools registered provider and manager are extremely enthusiastic, highly motivated and fully committed to their work. They constantly seek to further their professional development by attending a variety of relevant training, using gained knowledge to improve practice across the whole provision. The managers have an excellent reciprocal working relationship with the other childcare staff, and they very effectively monitor and supervise the practice of them all. They all work as an extremely efficient team and ensure that they capitalise upon each other's strengths to maximise their effectiveness. The whole team ensures that all of their comprehensive systems are implemented and embedded into practice to lead a first-class pre-school provision. As a result, all previous recommendations have been fully met. Partnership with parents is a particular strength of this setting. The staff share information, provide advice and support and regularly updates their displays. They have comprehensive and interesting developmental folders for every child that clearly shows their rapid progress and development over time. Staff regularly shares these files with parents and asks for their comments. Parents comment that they highly value the pre-school provision and how much time and effort all the staff put into the amazing and varied activities that they offer the children. They also say that they feel very well informed about all aspects of their children's care and learning. Extremely effective partnerships with feeder schools and nurseries ensure that children have continuity of care and are well supported during the transition period. These partnerships effectively support children's emotional security and ensure continued progress in learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	226349
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	866276
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Gaddesby School Community Limited
<b>Date of previous inspection</b>	08/12/2009
<b>Telephone number</b>	0787 6055823

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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