

Gorefield Pre-School

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



Inspection date

23 May 2018

Previous inspection date

12 December 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff have an excellent rapport with parents, who are extremely positive about the pre-school. Parents know precisely what their children are learning and are exceptionally well supported to continue this at home. This significantly contributes to the rapid progress children make.
- The quality of teaching is consistently high. Staff expertly plan stimulating and challenging activities that support children's emerging interests. They intuitively adapt activities to enable each child to participate at their individual stage of development. All children make rapid progress in relation to their starting points.
- Leaders make extremely effective use of self-evaluation. They meticulously review children's progress in their learning and development, and provide exceptional targeted support for children who may need additional help. Children are superbly well supported for the move to school.
- The manager and the committee are passionate in their role to achieve the highest standards in care and children's learning experiences. They implement robust risk assessments, policies and procedures that underpin the excellent provision and support children's health, safety and well-being.
- Children establish very strong bonds with staff. Children demonstrate that they feel safe and secure. They are deeply engaged in purposeful activities and their behaviour is exemplary. Children thrive in the nurturing environment.

What the setting needs to do to improve further

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

- continue to develop the excellent outdoor area and evaluate the impact this has on the progress children make, especially those children who prefer to learn outside.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is outstanding

Leaders show an uncompromising commitment to raising children's outcomes. They perceptively analyse children's progress and expertly plan the use of additional monies they receive to enhance children's learning experiences. The manager continually reviews staff practice and implements effective coaching with staff to build their knowledge and skills. Staff are highly valued and extremely well supported in their professional development, including support to gain professional qualifications. The manager and staff form exceedingly strong partnerships with other professionals, particularly the local school. This helps to further improve their practice and provide consistency in care and learning for children. Safeguarding is effective. Staff confidently fulfil their role to protect children from harm. They demonstrate an expert knowledge of child protection issues and what to do should they have a concern about a child's welfare.

Quality of teaching, learning and assessment is outstanding

Highly experienced and well-qualified staff are deeply motivated to extend children's learning. They make precise assessments of children's progress and know the children extremely well. There is a sharp focus to support children's communication and language skills. Children are active learners. They enthusiastically explore slime. They are highly imaginative as they describe it resembles a 'trampoline' and a 'spider's web'. Children show very good listening and attention skills, particularly during large-group activities. They follow precise instructions during a music activity to play instruments loudly and quietly. Children confidently sing the words they know and anticipate the next verse.

Personal development, behaviour and welfare are outstanding

Children are very happy and calm as they play. They cooperate with each other and ensure there is space for everyone to access resources, such as 'slime play' outside. Staff are excellent role models who promote a positive atmosphere of trust and mutual respect. Children receive lots of praise and encouragement. This helps them to build excellent levels of self-esteem. Staff ensure the indoor and outdoor environments offer rich stimulation and challenge to support all children's learning preferences. Leaders intend to develop the outdoor area even further to support the large number of children who prefer to learn outdoors. Children enjoy many visits into the local community.

Outcomes for children are outstanding

Children make rapid progress, given their starting points and capabilities. They gain excellent skills and positive attitudes to support the next stage in their learning and move to school. Children are confident talkers who enthusiastically share their ideas and thoughts. They develop excellent independence. For example, they wash up their own plates and cutlery after snack time. Children show a strong interest in literacy. They talk knowledgeably about their favourite books and confidently write their names. Children use mathematics and numbers in their play. For instance, they recognise that an alien has three eyes, which is one more than they have themselves.

Setting details

Unique reference number	221881
Local authority	Cambridgeshire
Inspection number	1103220
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	32
Name of registered person	Gorefield Playgroup Committee
Registered person unique reference number	RP517153
Date of previous inspection	12 December 2014
Telephone number	01945871042

Gorefield Pre-School registered in 1994 and is run by a committee. The committee employs five members of childcare staff. Four members of staff hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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