

# Gorsley Pre-School Nursery

Inspection report for early years provision

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<b>Inspection date</b>	14/07/2010
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Gorsley Pre-School Nursery opened in 1975. It operates from two rooms within Gorsley Village Hall. The village of Gorsley is situated to the south-west of the county of Herefordshire and close to the county border with Gloucestershire. The group serves the local community and surrounding villages.

A maximum of 24 children aged two to eight years may attend the pre-school at any one time. The setting is open Monday, Wednesday Thursday and Friday from 9.30am to 12.30pm during term time. There are currently 16 children on roll who are within the Early Years Foundation Stage. The provision is also registered by Ofsted on the compulsory and voluntary childcare register. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school is in receipt of funding for early education.

The pre-school employs four members of staff. Two members of staff hold appropriate early years qualifications. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance. The setting has completed a Quality Assurance award at bronze level.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children enjoy access to a broad range of interesting, age-appropriate and enjoyable experiences which help them to develop and learn, within a safe and secure environment. There are effective partnership with parents. Most of the necessary records are in place and are consistent with requirements of the Early Years Foundation Stage framework. Improvements have been made following the last inspection. Staff have an ongoing commitment to continuous improvement of the pre-school.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the child; and who has parental responsibility for the child (Documentation). 13/09/2010

To further improve the early years provision the registered person should:

- continue to use observations and assessments to identify learning priorities (next steps) to enable staff to plan relevant and motivating learning experiences for children

- continue to develop systems to regularly share children's development and learning records and any other relevant information with practitioners from each setting a child attends
- build upon current self-evaluation systems in order to continue to monitor the implementation and effectiveness of identified priorities for improvement.

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

Children are safeguarded because adults are suitable to work with children and take appropriate steps to promote their safety and welfare. Employment and recruitment procedures are generally good and staff understand their roles and responsibilities in protecting children. Staff maintain an annual record of risk assessments and carry out daily checks and make necessary adjustments to secure children's safety at all times. Staff hold current first aid certificates and attend any necessary additional training that requires technical/medical knowledge. Procedures for dealing with accidents and the administration of medication are followed appropriately. Staff promote good practice to minimise the risk of cross-contamination by following good hygiene procedures. Children learn the importance of personal hygiene through daily routines.

The staff work well together as a team managing the day-to-day organisation of the provision efficiently. They are supported by a management committee that have designated roles and responsibilities. Staff hold appropriate early years qualifications and continue to broaden their knowledge by attending training on a regular basis. The premises are safe and secure. Children have access to a varied range of resources, although there are some limitations to independent access of toys and equipment due to storage issues. Most documents required for the safe and efficient management of the provision are in place. Parents are provided with clear information on policies and procedures and are invited to view their children's development records. Most policies and procedures are regularly reviewed and updated to ensure they are up to date and in line with current legislation. For example, this includes information about the legal requirement relating to who has legal contact with the child and who has parental responsibility. However, this information has not yet been obtained for all children.

The pre-school has positive relationships with parents and carers. They receive regular verbal and written information about their child's welfare and learning from staff who have got to know the children well as unique individuals. There are generally good methods in place for parents and carers to communicate with staff who are friendly and approachable. Parents are encouraged to contribute their children's learning and development. For example, children take books home to enjoy. Any parent who has a hobby or skill is welcome to share their knowledge and expertise with the staff and children, such as helping children make craft items to sell at the fete. Children with special educational needs and/or disabilities are well supported because staff work with parents and outside agencies, such as health visitors and speech therapists. Although the partnership with the local school is good and helps children make the transition into school, arrangements to share information with other settings children attend are not fully in place.

The pre-school has carried out a self-evaluation of the quality of provision offered to children and families.. The self-evaluation is generally consistent with the current practice within the setting and has identified most areas for further improvement, particularly in relation to children's development records and partnership working, to ensure a positive impact on outcomes for children.

## **The quality and standards of the early years provision and outcomes for children**

Children are well motivated, articulate and well behaved. They enjoy their time in the setting and have developed friendships with other children good relationships with the staff. They have a sense of belonging, understanding the morning's routines and the expectations of staff for them to behave well, participate in activities and be active learners. Consequently, children are well settled, happy and actively engaged in their learning. Children enjoy a varied range of interesting activities that help them develop skills across all areas of learning. All children are making good progress given their starting points and capabilities.

Staff carry out regular observations and assessments of children's progress towards the early learning goals. This enables them to plan activities that are interesting and fun and help children make good progress overall. However, systems to identify individual targets or 'next steps' in children's development are not fully in place to further assist staff with planning.

Children are developing skills for the future through the many practical activities and topics they are involved in. They show their understanding of mathematical concepts as they use numbers confidently in their play. They compare the amount of bricks used to build towers or lines on the floor, count out vegetables and fruit in the role play shop and use shapes both two-dimensional and three-dimensional in model making and craft activities. Children use their communication skills well to share information, to chat with friends particularly during role play and to express their ideas and opinions. They have regular opportunities to develop their mark making skills both indoors and outside, learning that writing has a meaning. Children enjoy books and stories; they choose books to take home to share with their families and also enjoy listening to stories read to them. Recently children have made their own storybooks illustrated with pictures and captions suggested by the children. They show confidence as they join in with familiar stories, songs and rhymes developing their understanding of the written word and letter sounds.

The outside environment provides opportunities for children to be active and engage in various physical activities. They develop their dexterity and control using bats, balls, hoops and skittles. The children play co-operative games learning to share and take turns. Gardening activities provide good opportunities for children to develop their knowledge of plants and healthy eating. They talk knowledgeably about waiting for the tomatoes to ripen before they can be eaten and enjoy the sensory experience of smelling lavender and mint plants. They learn that plants need water to grow and showed concern that the hot weather had caused the plants to wilt. Children learn about the wider world and celebrate similarities and

differences to using a range of resources which reflect diversity and activities based on religious events and different cultures.

Children are imaginative and creative, enjoy role play and dressing up where they can act out their experiences in play cooperatively or alone on self-chosen tasks. They use their knowledge and understanding of healthy eating as they prepare nutritious meals of soup in the role play area which are served up to staff and visitors alike with a warning that the dishes were hot. Children show confidence and independence in tasks, such as tidying away activities, preparing the table for snacks and personal hygiene. However, they are not always given as much responsibility and challenge as possible. Children learn the importance of safety, they carry out various 'stay safe' activities through a fun way, such as a 'People who Help Us' topic, learning about the roles of police, fire safety and others. This helps them to effectively understand why they need to keep safe.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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