

Inspection of Gooseberry Green Pre School Nursery Ltd

Rosebay Avenue, Billericay, Essex CM12 0GH

Inspection date: 2 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The managers and team are enthusiastic, experienced and committed to providing children with a cosy, home-from-home, welcoming pre-school. They provide children with a broad curriculum that is based on what children already know and what they need to learn next. It is carefully designed around their interests. Time is given to get to know the children before they attend and settling-in sessions are effectively tailored to suit each individual child's needs. Therefore, children arrive happy, settle quickly and are eager to participate in activities of their choice. Children are greeted by calm and attentive staff. They are good role models for the children and speak respectfully to them, for example, asking if they may change their nappy. Children receive positive praise and reassurance for their efforts. They make friendships and have formed close and trusting bonds with their key person. Children's behaviour is good.

Children demonstrate they are good communicators, and the staff provide them with opportunities to learn the skills they need to be independent, and for the transition to school. They are confident and demonstrate they feel safe in their environment. For example, they excitedly engage visitors to the pre-school in conversation about visits to schools they will attend. They discuss the uniform and their teacher's name. Children have a sense of belonging. They know where to store their personal belongings, and self-register on arrival.

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

- The quality of teaching is good. Children are offered a broad curriculum that covers all areas of learning, both indoors and outdoors. The education programme offers appropriate challenges and is designed around the children's interests and abilities. Activities are adapted in the moment to support child-initiated play.
- Children concentrate as they engage in sensory paint and foam activities. They are fascinated as they mix paints and predict what colours they can make. Children decide they want to make cakes out of the mixture they have created and requests for additional resources, such as cake cases, are swiftly addressed to support their ideas.
- Children enjoy books, sitting and reading to their friends for pleasure. They enjoy group stories and are encouraged to interact with familiar stories about space. Younger children decide to make a spaceship from boxes. They are excited as they tell visitors to the setting what they are doing and how they will sit in it when it is dry.
- Children learn about the importance of staying safe and healthy, through everyday routines. They use bicycles with ease and know to wear a safety helmet. They negotiate space well and are careful not to bump into their friends.

They enjoy a healthy snack menu and discussions take place as they are encouraged to think about what foods are good for their bodies.

- The managers and their team invest time in getting to know the children and their family. Parents are very positive and speak highly of the 'fantastic' pre-school and staff. They say staff are very friendly and supportive and are amazed at how quickly their children settled, and the progress they have made since attending. They comment how independent the children are and feel completely assured they are in safe hands.
- Staff are supported in their professional development. The managers evaluate the service provided to ensure the best outcomes for children. Training opportunities are provided and discussed at supervision meetings. However, staff do not do enough to promote children's understanding of numbers and mathematical vocabulary, and provide opportunities, through activities, for children to apply their knowledge.
- Children are confident speakers and make themselves and their request known to the staff. Staff engage children in meaningful conversation during activities. They have a clear comprehension of how children develop their conversation skills and introduce new words to challenge their ability to communicate and increase their vocabulary.
- Overall, the session runs smoothly and children are engrossed in their play. However, the organisation of mealtimes means staff are sometimes busy with other tasks. Therefore, they are not able to focus on supporting the children to make a smooth transition from group times to mealtimes and remain purposefully engaged.

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:

- provide support and training opportunities for staff to ensure that they can effectively support children's understanding of numbers and mathematical vocabulary
- improve the organisation and preparation of mealtimes to ensure that all children are engaged at these times.

Setting details

Unique reference number	EY427581
Local authority	Essex
Inspection number	10351815
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	85
Name of registered person	Gooseberry Green Pre School Nursery Limited
Registered person unique reference number	RP530636
Telephone number	07800919638
Date of previous inspection	19 October 2018

Information about this early years setting

Gooseberry Green Pre-School Nursery Ltd registered in 2011. The pre-school employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at levels 2 to level 5. The pre-school operates Monday to Friday, from 8.20am until 3.30pm during term times only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The managers and the inspector completed a learning walk together and discussed the curriculum and what the team want the children to learn.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke with staff and children at the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

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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