

Inspection of Yardley Gobion Pre-School

Yardley Gobion Childrens Centre, School Lane, Yardley Gobion, TOWCESTER,
Northamptonshire NN12 7UL

Inspection date: 24 October 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

Children are warmly welcomed at this homely and nurturing pre-school. Staff greet children with smiles and engage in friendly conversations with them. Children show they are happy and relaxed at pre-school as they confidently make choices in their play. They independently select activities that staff have tailored to meet their individual needs and interests. This promotes children's engagement and enthusiasm for learning, ensuring that every child reaches their full potential.

Children's imagination and language skills are well promoted as staff play alongside them. For instance, staff help children to dress dolls and encourage them to share their ideas during their play. Staff teach children new words, such as 'whisking' and 'gloopy', while children play with mud and water in the outdoor play kitchen. Staff introduce young children to early mathematics. They encourage children to compare size, shape and colour when collecting autumn leaves.

Staff have high expectations of children's behaviour and teach children their 'golden rules'. This supports children to behave well and be respectful. Staff support children to cooperate and take turns as they play. For instance, staff encourage children to work together to lift the guttering high, allowing the sand to flow down. Staff offer lots of praise and encouragement to build children's confidence.

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

- Staff deliver an effectively sequenced curriculum and use assessment to identify children's next steps in learning. They plan activities which follow children's interests to help to ensure that children are motivated to learn. Staff take into account how children like to learn, using what they know children enjoy to teach them something new. For example, staff help children to use mirrors to identify facial expressions and recognise different emotions.
- Overall, staff interactions are positive, and they engage well with children during play. However, they do not always build on or challenge children's thinking further. For example, when older children find bugs such as spiders and snails, staff enthusiastically acknowledge what they have found but do not build on children's knowledge, supporting them to know and understand more.
- Staff support children to develop their communication and language skills. They speak clearly, modelling words and speech, and comment on what children are doing. Staff recognise the value of singing songs and rhymes and reading stories to help children to acquire and use new words.
- Overall, staff support children to be independent. Children are encouraged to attend to their own personal hygiene needs as they wash and dry their hands. During snack time, they pour their own drinks and tidy away their plates.

However, at times, staff do things for children that they can do for themselves, such as unpacking their lunch boxes, putting on their coats or finding accessible resources. This does not enable children to practise these skills ready for their eventual move to school.

- Staff promote a healthy lifestyle and help children understand the importance of keeping healthy. They provide nutritious snacks and talk to children about the benefits of the foods they are eating. Staff plan activities that teach children about good oral hygiene, such as using toothbrushes to practise brushing pretend teeth. Children's physical development is promoted as staff use daily dance sessions to help develop their coordination. Outside, children are supported to use various climbing equipment, helping them learn to balance climb and negotiate space.
- Staff broaden children's experiences of the world around them. For instance, children enjoy trips into the community, including to the local primary school, church and walks around the local area. Children get to learn about each other as they share their experiences with photos and souvenirs from their travels and family events.
- Staff have developed strong parent partnerships. They provide regular updates on children's learning through daily conversations and digital communications. Staff share children's next steps in learning so parents know how they can continue learning at home. Parents report that their children have developed better confidence and communication skills since joining the pre-school.

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:

- strengthen staff interactions to continuously build on what children already know and can do
- provide a consistent approach to developing children's increasing independence.

Setting details

Unique reference number	219971
Local authority	West Northamptonshire
Inspection number	10355003
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	18
Name of registered person	Yardley Gobion Playgroup Committee
Registered person unique reference number	RP522491
Telephone number	01908 543456
Date of previous inspection	14 November 2018

Information about this early years setting

Yardley Gobion Pre-School registered in 2002. The pre-school employs four members of childcare staff who regularly work with children. All staff hold appropriate early years qualifications between level 2 to 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charmaine Cayton

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed 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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