

# Inspection of Great Expectations Pre-School

32-40 Grange Road, Middlesbrough, Cleveland TS1 5AU

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Inspection date: 16 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 show that they are happy and contented at this very caring and nurturing nursery. Staff welcome children warmly when they arrive and sensitively support those who are upset when their parents leave. The time taken by staff to help children settle when they arrive promotes children's feelings of being safe and secure. Staff support children's emotional well-being and let children know that they are valued and appreciated.

Children across all ages show high levels of confidence and a can-do attitude to their learning. For example, babies delight in practising their new-found climbing skills. Their faces show absolute pride in their achievements as they manoeuvre themselves up and down small steps. Older children work together to build an obstacle course, deciding where to place the individual pieces. They learn to put their arms out for balance as they negotiate the different surfaces and levels. Children happily accept the very genuine praise given by staff for their efforts.

Children's behaviour is very good. Toddlers and slightly older children show high levels of respect for other children. They freely let children into their play and readily share resources. Babies sit together, inquisitively exploring resources they pass to each other.

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

- Staff gather detailed information about children's development before they start. They use this information to plan for children's learning from the moment they begin. Staff monitor children's progress and design activities based on what children already know and can do. This supports children's future development effectively. For example, staff use young children's interest in messy play to encourage them to make marks in shaving foam.
- Staff work closely with parents from the beginning to find out about children's home lives. They use this information to plan a curriculum which extends all children's experiences, knowledge and understanding. For example, staff help children to learn about the diversity of their local area. They engage with parents to help children learn about many festivals celebrated by different cultures.
- The management team and staff support children with special educational needs and/or disabilities exceptionally well. For instance, they use additional funding to enable children to have one-to-one time with individual staff. Staff work closely with other professionals and follow the plans that are put in place for children.
- Staff are determined that all children will achieve to the best of their abilities. They are resourceful in their support for children and parents who speak English as an additional language. For example, staff engage with interpreters and use

electronic translators to enable them to communicate with children and families.

- Staff foster children's love of books. They are skilled storytellers, reading with enthusiasm to engage all children. Staff know to give children time to think and remember what happens next, drawing on children's existing knowledge to develop their imaginations.
- Parents speak positively about the care their children receive. They praise the support given by the staff throughout the time the nursery was closed due to the COVID-19 pandemic. Parents valued the online communication and ideas for supporting their children's development in the home and external environment.
- Staff know how to talk with children. They get down to children's level when speaking to them, look at them, talk slowly, clearly and use the correct pronunciation. However, staff do not consistently extend children's vocabulary when they play or during routines. For example, they do not regularly introduce new vocabulary or different words that have the same meanings to children.
- The management team and staff have a clear vision for future developments to the nursery. For example, they have recently made effective changes to how they design the play environment. Children now have more space and are able to access resources more effectively.
- Staff plan a wide range of enjoyable activities that children are keen to take part in. However, at times, staff's attention is overly focused on what it is they want children to learn. As such, staff do not always acknowledge children's ideas and when children want to introduce extra resources to extend their play.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a very good understanding of their responsibilities to safeguard children. They know the procedures to follow if they have concerns about children's welfare, including protecting children from extremist views. The manager regularly checks staff's understanding to ensure their knowledge remains up to date. The management team and staff ensure that the premises are secure at all times. They identify and minimise any potential hazards to children's safety. Staff use robust policies and access regular training to strengthen all aspects of safeguarding practice. The management team has rigorous recruitment procedures and ensures that staff working with children are suitable.

## **What does the setting need to do to improve?**

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

- support staff to develop consistency in supporting children's communication, such as introducing new words into their vocabulary
- make better use of the opportunities that arise during planned activities to support and extend children's learning even further.

## Setting details

<b>Unique reference number</b>	EY362002
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	10229530
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Greater Expectations Ltd
<b>Registered person unique reference number</b>	RP527326
<b>Telephone number</b>	01642 243256
<b>Date of previous inspection</b>	13 October 2016

## Information about this early years setting

Great Expectations Pre-School registered in 2005. The nursery employs 11 members of childcare staff. Of these, five hold qualifications at level 6, including one who holds qualified teacher status and one who holds early years professional status. Three members of staff are qualified at level 3 and three at level 2. The nursery opens all year round from 7.30am until 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Charge

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager, deputy manager and inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the manager.
- The inspector spoke with the management team, staff and children at appropriate times during the inspection. Children's records were looked at by the inspector along with a range of other documents, including policies and procedures.
- Evidence of staff's qualifications and the suitability of all those working in the setting was checked by the inspector.
- The inspector spoke to parents at inspection and took account of their views and the written comments provided.

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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