

Gatehouse Nursery

Inspection report for early years provision

Unique Reference Number	106962
Inspection date	22 October 2007
Inspector	Nigel Lindsay Smith
Setting Address	Gatehouse Centre, Hareclive Road, Hartcliffe, Bristol, BS13 9JN
Telephone number	0117 9781708
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Registered person	The Trustees of Hartcliffe & Withywood Ventures (HWV)
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Gatehouse Nursery is managed by Hartcliffe and Withywood Ventures (HWV), which is a registered charity primarily set up to offer training to local people, and which also oversees and develops projects in the locality. It opened in 2002 and operates from two rooms in a self-contained unit in the Gatehouse Centre building in Hartcliffe, Bristol. A maximum of 32 children may attend at any one time. The nursery opens five days a week all year round, except for bank holidays and Christmas, from 08.00 to 17.00. All children share access to a secure enclosed outdoor play area.

There are currently 105 children from birth to five years on roll. Of these, four children receive funding for early education. The nursery primarily offers places to children of parents living in the BS13 area of Bristol. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The setting employs 17 members of staff, of these, 14 have appropriate early years qualifications and one is currently working towards a recognised qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good hygiene routines, for example, older children wash their hands, encouraged by pictures at low level by the hand basins. They learn to use tissues to blow their nose. Children safely learn to use the toilets independently as they are adjacent to the play room. They benefit from good hygiene practices so that the risk of cross infection is minimised. These include staff wearing disposable gloves when changing nappies, and providing separate bedding for each child. Toys and equipment are cleaned regularly.

Children are well protected if they have an accident which needs any treatment as all staff hold a first aid certificate. Parents give permission for emergency medical treatment, to avoid unnecessary delay. Documents relating to accidents are correctly recorded. Staff record when they have administered medicine and parents sign the entry so that they are aware of how many doses their child receives at nursery, although the format used lacks sufficient clarity. Parents are advised of exclusion periods for sickness, which safeguards the health of all children.

Children sit together for their lunches which are either supplied by parents or ordered from the café in the centre and delivered at lunchtime. They enjoy healthy snacks such as fruit and toast. Snack and meal times are social occasions for all the children. Babies are very well supported by staff and enjoy stories with their snacks. Older children recognise their name cards as they find their meals, and learn to empty their plates after eating. Staff take note of any food allergies, ensuring that children do not have food which is not suitable for them. Children do not become dehydrated as staff ensure that they have regular drinks.

Children rest according to their needs. Their individual routines are respected and they sleep in a comfortable room, with staff checking them regularly. Younger children have good space to crawl and explore safely and to enjoy a slide and mini trampoline. All children have regular access to the garden area. Older children enjoy a wide range of physical activities which contribute to their good health. They develop their large muscle skills as they use trikes, climbing equipment and negotiate a play tunnel. They jump into a large sandpit, and they learn to link movements to familiar songs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children and babies are cared for in bright colourful surroundings. Children's art and craft, such as their prints from autumn vegetables, are displayed on the walls throughout the nursery. Plentiful photographs of children and staff are placed at appropriate height. There is a wide range of good quality, well maintained equipment to meet the needs of all the children.

Children are able to choose freely from a range of activities at a level which they can reach easily. Younger children comfortably and safely experiment with a small slide and mini trampoline. They enjoy an imaginatively presented sensory room prepared with themes such as "under the sea". Older children learn within an environment that is stimulating, with mirrors, height charts, a role play area and opportunities to explore books on comfortable seating.

Children's safety is well supported by procedures to ensure a safe and secure environment. A thorough risk assessment helps staff ensure that the premises, toys and equipment are safe. Measures such as high handles on doors, and safety gates, ensure that children stay within safe

boundaries relevant to their age. Access to the nursery is controlled by staff and there are effective procedures to ensure that children are collected safely. Fire safety equipment is tested appropriately. However, fire evacuation procedures are not practised sufficiently regularly.

Children are safeguarded through staff 's knowledge and understanding of child protection issues. Procedures contain appropriate information about how to make a child protection referral but lack clarity regarding the requirement to contact one central agency.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and develop appropriate levels of confidence and self-esteem and are very well supported by staff members. Staff are enthusiastic, caring, and committed to communicating well with all the children. Children enjoy participating in a varied range of activities which interest them and encourage them to develop. Younger children and babies experiment with paints to make vegetable prints. They are stimulated through well-read stories and songs which address them individually, enhanced by good use of Makaton. They begin to recall key phrases such as "tick-tock". They explore accessible items such as hats and books.

Staff use their clear understanding of the 'Birth to three matters' frameworks to plan a good range of activities which the children enjoy. They make thorough observations of children's progress.

Nursery Education.

Teaching and learning is good. Children's learning is progressing well, and staff members have a secure understanding of the Foundation Stage curriculum. Children enjoy a balanced mixture of adult-led, small group and individual activities. Their personal, social and emotional development and language skills develop as they look at pictures of children in school uniforms and talk about moving on to school. They have varied opportunities to make marks, including with chalks when they are outside. Children's language skills are supported well by staff, who ask them open questions and encourage them to converse. Labels around the setting reinforce their understanding that print has meaning.

Children develop an awareness of mathematics as they count the other children present, move small animal figures from one field to another and count the results, and cut up fruit for fruit salad into halves and then quarters. They learn about the world and nature through looking at pictures of each as babies, finding out about weddings from different cultures, and hunting for bugs with magnifying glasses. They develop their creative skills with musical instruments, through developing their own role play about repairing the shop in the garden, and by constructing, threading and sticking.

Planning comprehensively covers the six areas of learning and staff effectively evaluate the activities. Observations are thorough, regular and dated, so that clear records of the children's progress are developed. Staff develop a good understanding of children's individual needs from their observations; however individual goals are not recorded, so staff do not have a written reminder.

Helping children make a positive contribution

The provision is good.

Children's self esteem and sense of belonging are supported well as their photographs and contributions to group displays are displayed throughout the nursery. Children are given good recognition from staff and are encouraged to become aware of and respect each other. A good sense of community is sustained by bringing younger and older children together regularly. Children behave well as staff are kind and calm and ensure that they are all occupied in interesting activities. The behaviour policy includes appropriate strategies for dealing with any challenging behaviour.

Children gain awareness of diversity through using a good range of equipment such as displays of families from a range of cultures. They taste different foods and learn that there are other languages through the use of dual language books and songs. Children with additional needs are supported well as staff have a clear understanding of how to include them and access appropriate support.

Children's spiritual, social, cultural and moral development is fostered.

Partnership with parents is good.

Parents access information about the Foundation Stage through a prominent display which includes photographs to illustrate relevant activities. Newsletters provide an effective means of communication. Parents are welcome to discuss their child when collecting them, and staff are readily available to give advice. There are arrangements in place to ensure that parents have a structured opportunity to discuss their child twice a year, these are well attended. Parents are invited to complete questionnaires about the provision and are very positive, particularly about the accessibility and helpfulness of the staff. There are appropriate arrangements in place in the event of a complaint being made about the setting.

Organisation

The organisation is satisfactory.

Robust recruitment, checking and induction procedures are in place for new staff to promote children's wellbeing. The setting demonstrates a commitment to achieving a high level of professionally qualified staff and to supporting additional training. Thorough policies and procedures are in place to support children's care and learning. Documentation is maintained confidentially and retained for the appropriate periods.

Leadership and management is good.

Children are supported by staff who are motivated and contribute well. Staff are committed to furthering their professional development by regularly attending training, including monthly in-house events at weekends. Management monitor staff development by observations of practice, regular supervision sessions and an annual appraisal scheme, with staff invited to assess their own contribution. There are regular team meetings which contribute to the effectiveness in delivering the early learning goals for children. The setting has made good use of the local authority's quality assurance scheme to identify areas for development, and invite parents to comment on the provision through completing questionnaires.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting was asked to ensure that policies comply with the National Standards and develop the risk assessment; this has been achieved. They were also asked to ensure optimum use of staff, space and resources, which has been achieved.

At the last inspection of Nursery Education the setting was asked to develop planning to ensure that all learning areas receive sufficient attention, and to monitor the provision. This has been achieved, with planning documents including the learning areas and evaluations of the activities. The setting was also asked use children's assessments to ensure support for younger and older children; staff have developed this area, although it is not fully accessible in written form, as covered in 'Enjoying and Achieving', 'Nursery Education'.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop the arrangements for recording permission and the administration of medication to ensure clarity
- ensure that fire drills are carried out at regular intervals

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- link assessment records with planning to ensure that it takes account of all individual needs

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk