

# Gateway House Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	123110
<b>Inspection date</b>	15 November 2007
<b>Inspector</b>	Janet Sharon Williams
<b>Setting Address</b>	St. Jude's Church Hall, Heslop Road, Balham, Balham, SW12 8EG
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<b>E-mail</b>	
<b>Registered person</b>	Elizabeth Marshall
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Gateway House Nursery School opened in 1990. It operates from a church hall and adjoining room. There are toilets, an office and the nursery has sole use of the kitchen when it operates. It is situated in a residential area in Balham, London. A maximum of 35 children may attend the nursery at any one time. The nursery is open each weekday from 09.00 to 12.00 during term times. Children share access to an outdoor play area.

There are currently 28 children aged from two years to under five years old on roll. Of these 16 children receive funding for nursery education. The nursery currently have no children with learning difficulties or disabilities on roll and supports a number of children who speak English as an additional language.

The nursery employs six staff. Of these three of the staff, including the manager hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is inadequate.

Children learn and have established good hygiene habits, for example they know that they must wash their hands after messy play and using the toilet. They also wipe their hands with anti-bacterial wipes before snack. Children's health and wellbeing is promoted through clear procedures on sickness and contagious or infectious diseases. Although procedures are in place for recording accidents, not all have been recorded, for example minor cuts and bruises. Parents have been notified verbally, but have not been asked to sign a record of details. This is a breach of regulation. As a result children's safety is not being supported. Parental permission has been obtained for emergency medical treatment. Most staff have a first aid qualification and there is a first aid box on site to carry out appropriate first aid in the event of an emergency.

Staff are aware of children's health and nutritional needs through information being gathered about special dietary requirements prior to placement. At snack time children are provided with milk or water, and throughout the session they can request a drink at any time.

Children have access to an outdoor play area where they can run freely and enjoy sit and ride toys, bicycles and trikes. They also make use of the climbing frame.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is inadequate.

Children are cared for in a secure and suitable environment where all of the necessary safety precautions have been taken to minimise accident, for example sockets not in use are covered, no person can enter the premises without ringing the door bell, frequent fire drills are practised and recorded, and regular risk assessments are carried out.

Children have a good amount of space to play around freely and independently and each day the two play rooms are organised to provide a stimulating and learning environment. For example, children can help themselves to puzzles, books, construction toys and resources where they can use their imagination, such as a laid out home corner area, where they can dress up in various character costumes.

Children are protected through staff satisfactory knowledge of child protection; they are aware of some of the signs and symptoms, and what procedures to follow. Although there are clear written procedures in place to give staff guidelines, it does not include a contact telephone number for the local police or social services. The child protection procedures also do not contain if allegations are made against a member of staff. This is a breach of regulation. As a result children's safety is at risk.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy and content in the provision. They are grouped each day according to their age. Activities provided are suitable for each child's individual needs and development. Staff have their own activity plan providing a satisfactory range of stimulating play, however they do not include the Birth to three matters or the Foundation Stage of learning. Although children

show an interest in the activities provided, such as enjoying painting and sticking, a few activities are over directed. Children enjoy listening to stories and singing along to various songs and rhymes.

Children have good relationships. They socialise well with their peers and participate in child initiated and staff supported activities. Staff interaction with the children is good they take time to explain to the children what they are doing. Children listen attentively. Throughout the year children have opportunities to go to places of interest such as, the Royal Mews, Natural History museum and enjoy a teddy bears picnic in a park.

### Nursery Education

The quality of teaching and learning is satisfactory. Although some staff have an acceptable knowledge of the Foundation Stage of Learning, written plans do not explain what children are learning within the early learning goals. Children's progress reports cover all areas of learning, however, they are not regularly kept up to date or do not explain what stage of development children are at. Children show confidence, are motivated to learn and are independent. For example, some put on their own coat at home time. At snack time they help to serve the biscuits, however, they do not have the opportunity to pour their own drink. Children are able to take turns and negotiate well.

Children are very confident speakers. Their listening skills are good as they learn lines for the Christmas Nativity play. At story time they pay attention, however, they are not always challenged, such as asked open ended questions to make them think. Children practise writing, know their own name and can recognise letters and sounds similar to those in their name. Children have the opportunity to understand space, shape and use their knowledge to make models and complete puzzles.

Children have the opportunity to learn different cultures and beliefs through theme topic work, they acknowledge these through making art and craft designs, such as a dragon for Chinese New Year and they also prepare for the traditional festivity of Christmas. This gives them the opportunity to also talk about future events. Children also have the prospect to learn another language from a French teacher who attends the nursery once a week. All of which increases their knowledge and understanding of the world.

Children learn colours through various games. They know their colours well, are able to match and identify colours to what they and others are wearing. Children's fine motor skills are good, they are competent when using paintbrushes, using pencils and holding them correctly. Children also have the opportunity to participate in physical play indoors and out, which also includes dancing with a dance teacher each week.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children have some opportunities to learn about other race, religion, culture and disability awareness. They acknowledged Diwali. Pictures and posters are displayed and a member of staff dressed up in a Saree. However, children have access to limited resources and play materials that reflect diversity.

Staff have a positive attitude towards caring for children with learning difficulties and disabilities. Policies and procedures are clear about how they would be fully included. There are currently no children with learning difficulties or disabilities attending the nursery.

Children are well behaved, they learn boundaries, how to share and staff deal with any unacceptable behaviour in an appropriate way. Good behaviour is encouraged through using reward stickers and regular positive comments to make children feel good about themselves. The provision fosters children's spiritual, moral, social and cultural development.

Positive partnerships have been established with parents and carers. Parents are very happy with the nursery. Staff are friendly and they provide a positive environment for children being cared for. All relevant information has been gathered, such as children's details and emergency contact numbers. Parents receive agreeable information about the setting. However, the detail on complaints are not up to date and the contact address and telephone number for Ofsted is incorrect.

Partnership with parents is satisfactory although parents are asked to contribute to some of the children's topics, they do not have access to what activity plans their children are doing each week and how the six areas of learning are incorporated within their play. Once a year parents are invited to the nursery to discuss and share information about their child's progress and at the end of each year receive a written report.

## **Organisation**

The organisation is inadequate.

The provision does not meet with the needs of children for whom it provides. Some of the mandatory procedures are in place, however, not all effectively maintained, such as the attendance register does not include children's and staff arrival and departure times. As a result children are at risk.

Children are cared for in an environment where staff spend time providing daily structured routine. Good deployment of staff ensures that children are well cared for. There is a good mixture of suitably qualified and experience staff who work with the children. Each are responsible for a group of children according to their age, which ensures children are able to settle within their environment. Most of the organisation and planning is satisfactory.

Leadership and management is satisfactory. Although written plans provide a range of activities for children to reach their full potential. The written plans and children's observation records do not effectively evaluate how children are progressing towards the early learning goals. Staff have some opportunities to attend training courses to improve and support children's learning, such as communication language and literacy.

## **Improvements since the last inspection**

At the last Children's Act inspection the provision was asked to: ensure at least one member of staff with a current first aid certificate is on the premises or on outings at any one time; ensure toilets are clean and hygienic for children's use at all times; improve the range of books and play materials reflecting positive images of disability and ensure children have constant access to multi-cultural and anti-discriminatory play materials; provide parents with information of daily activities and outings and the opportunity for formal meetings with parents regarding their child's development. Most of these have satisfactorily been addressed to promote children's

health and wellbeing. However, resources and play materials that reflect race religion and culture are limited.

The last nursery education inspection recommended: greater opportunities for children to regularly access sand and water play, musical resources, junk modelling and programmable toys to support their learning; to improve the planning and organisation of the day, so that children are not expected to sit still for long periods of time; given greater opportunities to take part in free play activities; to fully utilise the outside play area to extend children's all round development; use resources effectively so that children are encouraged to extend their imaginative play through well planned role play and develop a greater awareness of others; encourage children to develop their creative and design making skills with less adult direction; develop systems to enable planning and the use of time and resources to be evaluated regularly, and to monitor and appraise teaching and training needs. Although most of the recommendations have improved which are incorporated in the organisation and structure of nursery to enable children to have more learning opportunities. A few of the art and craft activities are over directed by adults, which do not always give children the chance to use their imagination creatively.

### **Complaints since the last inspection**

Since the last inspection 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.

## **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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care, the registered person **must** take the following actions:

- keep a written record, signed by parents, of accidents
- ensure that child protection procedures include allegations against a member of staff
- ensure that the children's and staff attendance register include arrival and departure times

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

## **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):

- ensure that activity plans include the six areas of learning
- review format used for keeping children's progress reports and ensure that they are regularly kept up to date
- improve story time to sufficiently challenge children to extend their communication language and literacy skills

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