

# Gateway Nursery

Inspection report for early years provision

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**Unique reference number**

EY376519

**Inspection date**

19/03/2009

**Inspector**

Samantha Jayne Taylor

**Setting address**

Gateway Nursery, Purcell Avenue, Lichfield, Staffordshire,  
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**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Gateway Nursery opened in 2008. It operates from a purpose-built unit on the site of Charnwood Primary School. A maximum of 18 children may attend the nursery at any one time. All children share access to a secure outdoor play area. The setting is easily accessible as it is all on one level.

The nursery is open on Monday to Friday from 09:30 to 12:00 and on Tuesday and Wednesday from 13:00 to 15:30 term time only. The setting provides sole care for children with learning difficulties and/or disabilities and supports children who speak English as an additional language. There are currently 27 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 19 children receive funding for early years provision. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs four staff, three of whom hold appropriate early years qualifications. The setting also has regular volunteers and has close links with other agencies, including professionals within the Children's Centre where the setting is based.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. Children's progress and development is well promoted due to the staff's understanding of the learning and development requirements of the EYFS. Welfare requirements are known and met well. Most documentation in place is accurate. Excellent working partnerships with parents and other professionals ensures consistency between home and the setting and that children's individual needs are met in this inclusive setting. The setting is committed to continuous improvement but systems in place to monitor and evaluate the curriculum and identify any areas for improvement are in their infancy.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- review risk assessments with particular reference to the fire procedure
- develop self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- review documentation to ensure updated information is detailed in all policies and procedures.

## **The leadership and management of the early years provision**

Children benefit from the committed and enthusiastic staff team who work very well together, and understand their roles and responsibilities within the setting. Regular volunteers assist staff in providing additional support. Management share a clear vision, supporting the ethos of the group. At the heart of the setting is a strong commitment to children's welfare which is shared by all the staff. This ensures that all children are fully included, valued and respected as individuals and that their identified individual needs are met. Detailed policies, documents and records support good practice. However a few documents have not been updated in line with current legislation for example, information relating to the child protection procedures.

Staff keep detailed records and observations of children's progress, which inform planning for their next steps as detailed in their individual educational plan and supports children in making progress. Regular progress reports are made which are presented to the area special needs co-ordinator and parental views are sought. There are systems to monitor and evaluate the effectiveness of the nursery education programme. Parents and other professionals involved with the children are fully informed and regular meetings are held.

The setting has many positive links with professionals and parents, advisory agencies and other providers. There is a long term action plan of further improvements covering the environment outdoor area, procedures, education and training but the system for self-evaluation is not yet fully developed. However, any improvements identified are acted on immediately where possible.

Parents are valued as the child's primary carer and their views are sought regarding their child from the initial introduction. Before their care commences the staff discuss with parents children's starting points, favourite activities and likes and dislikes, ensuring that they can begin to plan activities that make the child feel welcome. Communication books are used to exchange information on a daily basis. Further information about activities is provided through regular newsletters and informal discussion. Parents spoken to during the inspection are extremely complimentary with the level of interaction with staff and feel valued and welcomed in the setting. Support given to the family by staff enriches the excellent relationship between the home, setting and other professionals involved in the care and education of the children.

## **The quality and standards of the early years provision**

Children experience a varied range of activities inside and outside the setting which contribute to their development. Thought has been given to the children's environment; the playrooms interior decoration and the arrangement of high quality resources enhance the feeling of calm and a child friendly environment. Furthermore, resources are organised to meet children's individual needs and enrich children's learning and development. Children particularly enjoy time spent in the sensory room where they are able to sit quietly or experience different

materials and sounds that aids their enjoyment.

Children become aware of the wider world through play and are learning familiar and unfamiliar festivals, such as being part of a dragon for Chinese New Year celebrations. A variety of experiences such as outings to the donkey sanctuary and farm with parental and volunteer support enable children to experience learning in a very different way. Outdoors and indoors children explore their senses. They laugh as they are twirled around by staff in a children's spinning top. For all children whose mobility is restricted or difficult this is an amazing experience and one which is clearly enjoyed.

Comprehensive information on medical issues is available that supports children's health and they receive prompt medical attention and first aid when necessary. Staff are knowledgeable in procedures and work in close partnership with parents and other professionals involved in the care of the child. As a consequence, children's health needs are fully supported. Children are protected because staff carry out daily risk assessments of rooms and areas used, however fire procedures are not in line with recent developments in the children's centre. Children's safety is promoted for example, staff use a key pad system to access areas used by the children and there is a system in place to ensure the safe collection of children from the setting.

Excellent use of praise and encouragement helps to build children's positive self-esteem. Communication with children is promoted in many ways. Children are actively involved in 'circle time' where at each session staff and children sit together to discuss the day of the week, the weather and have a story and short discussion. Props such as teddy bears are used to provide extra stimulus and consolidate children's learning, for example, they sing number rhymes counting the bears. Staff and volunteers use sign language throughout their practice. Children, staff and volunteers sing and sign both during play and at routine times. Pictorials are also used as visual prompts. All children are encouraged to self-register with the use of a registration board at the beginning of the session. Children place their own individual photographs onto the board with support available from staff and parents if required. Staff and regular visiting professionals also register in this way. For children this installs a real sense of pride and belonging whilst for children and their parents they are able to see who is present for the session and this promotes a positive working partnership.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met