

Gatehouse Under 4's Project

Inspection report for early years provision

Unique reference number	EY308362
Inspection date	06/02/2009
Inspector	Debra Davey
Setting address	Gatehouse, Frances Street, Woolwich, London, SE18 5EF
Telephone number	020 83179970
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

Gatehouse Under 4's project opened in 2005 and is funded by Sure Start. The project operates from two rooms on the ground floor of a listed building in the Woolwich area of the London Borough of Greenwich. Children have access to an enclosed outdoor play area via two steps. The project is open each weekday from 09.00 to 12.30 term time only. It is registered on the Early Years Register. A maximum of 12 children may attend the nursery at any one time. There are currently 18 children aged from one to under five years on roll, all in part-time places. The project supports children with learning difficulties. There are three members of staff and a relief worker, all of whom hold appropriate early years qualifications to NVQ level 3. The manager has recently achieved a level 4 qualification. The project is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's individual needs are met well through effective use of assessment and planning which ensures that staff promote all aspects of children's learning with success. Children's welfare is promoted well as they are kept safe at all times and form secure attachments to key staff. The warm relationships and partnership with parents contributes significantly to ensuring that the needs of all children are met. This means that children make good progress, given their age, ability and starting points. Evaluation of child progress, activities and staff development ensures that the effectiveness of the provision is continually monitored and areas for improvement identified and acted upon.

What steps need to be taken to improve provision further?

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

- Support the development of independence skills for aspects of children's personal care, snack times and labelling of own art work.

The leadership and management of the early years provision

The manager of the setting is well qualified and experienced which means that she is able to lead her staff team well and plan for improvements. This ensures that staff share a positive ethos resulting in them being well informed and sensitive in their approach. As a result, children's welfare, learning and development are fostered appropriately and they make good progress. There are effective systems in place to make sure that staff review and evaluate the quality of the learning environment in relation to how children benefit, in keeping with the early years foundation stage. This provides detailed and useful information as to when to make changes, how staff are deployed and how to engage different groups of children, for example, girls and boys. In this way all children are included and their

learning supported. Activities are well resourced which helps to promote choice and children's independence skills. However, there are fewer opportunities for children to develop personal independence. For example, children are not encouraged to help with serving snacks or labelling their own art work. Parents are encouraged to become involved in their child's learning through useful discussions with key person staff. For example, each child has their own book called "My incredible learning journey" which is shared with their parents. Support for children attending for whom English is not their first language is strong, and parents are encouraged to provide additional mother tongue words to their help their own and other children appreciate linguistic diversity. A well used leading book library for parents further supports partnership working. Positive working relationships with other agencies ensures that children's needs are met. For example, visits from the speech therapist provides useful ideas for language activities as well as a signpost for parents to access the speech therapy service should they need additional support. Children are kept safe at all times. Staff undergo appropriate checks before starting work at the setting to ensure that they are suitable to be child carers. Ongoing staff training, which is monitored to ensure that it is updated regularly ensures that staff have sufficient skills and understanding of procedures in place to keep children safe from harm or abuse.

The quality and standards of the early years provision

Children arrive happily and settle quickly due to the imaginative presentation of resources and warm welcome of staff. New children show emerging confidence and motivation to learn as they select their own resources and concentrate well on activities of their choosing. Most children attending are in the younger age range and play alongside their peers. Staff make good use of their evaluation of children's starting points to encourage them to engage with each other during story and song time, using 'props' such as puppets and musical instruments to sustain interest. Children also benefit from good use of one to one key worker times with carers where they are well supported because staff plan carefully for their next steps, which has a positive impact on learning. During free flow play, children are encouraged to explore their creativity through role play and art activities which adults are happy to adapt to extend learning. For example a brush painting activity becomes a finger and hand painting opportunity because children want to explore the textures and colours of the paints as suitable for their age. Children learn perseverance to re-build a marble run construction with staff who support and guide the activity. Children are encouraged to be good listeners, are praised for good behaviour and reward stickers used. They develop effective communication skills through regular group activities. As a result their positive contribution is developing well. Children learn about keeping healthy through a range of projects and visits from the local dentist to help them become comfortable with the idea of regular dental checks. They develop skills for the future using educational programmes on the computer and useful projects such as 'People who help us' where they have met the fire fighters and the police. They learn about the natural world through planned visits from the local animal park. Children's learning is well planned in the outdoor area, for example, they use a wide range of medium for mark making using chalk, water brushes and making lists. They build ramps for their cars using plastic guttering and learn about nature

through planting and growing in pots. The interesting variety of activity has contributed to the success of the project and children are enjoying learning and achieving well. They enjoy a calm and happy atmosphere and the hall has been made attractive and welcoming. Children for whom English is not their first language are fully included through effective partnership working. Parents are encouraged to contribute their ideas and there are effective systems in place to support children with additional needs. This means that every child is valued.

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

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.