

Gable House Nursery School

Inspection report for early years provision

Unique reference number	EY272921
Inspection date	30/04/2009
Inspector	Elizabeth Patricia Edmond
Setting address	20 Wellington Road, Bridlington, YO15 2BG
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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

Gable House Nursery School was registered to the current owners in 2003. It is situated in the centre of Bridlington close to the town centre and all amenities. The children are cared for in a four storey Victorian semi-detached house. Children are accommodated on the three lower storeys of the building grouped according to their age or ability. There is a secure garden to the rear of the property with a covered outdoor play space. Opening times are from 08.00 to 18.00 throughout the year.

The nursery may care for a maximum of 50 children under eight years. They are registered on the Early Years Register and currently have 89 children on roll in this early years age group. The group is registered with their local authority to provide funded nursery education to those children of eligible age. The provision is also included on the compulsory part of the Childcare Register. At the time of inspection there were three older children on roll in relation to this registration who were attending very occasionally in the school holidays. The owners employ 15 staff, the majority of whom have relevant qualifications in care and education. One staff member has qualified teacher status. Additional staff are available for cover.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff work closely with parents and carers to make sure that children make as much progress as possible in relation to their individual care and developmental needs. Key staff's knowledge of how to promote an inclusive learning environment work well in practice. Management are keen to continually evaluate and improve their practice in relation to outcomes for children and they acknowledge the challenges that the building presents. Systems to monitor children's learning and development are very thorough.

What steps need to be taken to improve provision further?

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

- further increase all children's free access to the full curriculum, indoors and out, throughout the day by reviewing and revising the learning environment in the ground floor rooms and increasing all children's access to the garden

The leadership and management of the early years provision

An effective rolling programme of staff training and support ensures a continually improving early years facility. Levels of training, experience and continually reviewed policies and procedures mean that children are effectively protected and their well being safeguarded. Management consult with parents and staff to evaluate the effectiveness of the provision and they are proactive in seeking advice and guidance from other agencies. Systems, on the whole, for self evaluation are

effective and self initiated developmental ideas are relevant. For example, staff would like to visit early excellence centres to view nursery layout possibilities. Administrative duties are carried out in a very professional manner, therefore, all documentation is very well organised and presented. For example, records are clear and comprehensive and information for parents is reader friendly with translation services offered where appropriate. This further promotes an inclusive and welcoming environment for all families.

On the whole, staff plan and present the activities and resources for children in an inviting way which children access freely for part of the time and they organise the daily routines which are mostly purposeful or necessary. For example, play and learning resources have to be packed away because play space is needed for lunch time and children enjoy the short group activities, such as singing or story whilst lunch is set out. However, the arrangement of the resources in the adjoining ground floor play rooms does not offer children free access to the full curriculum throughout the session. Whilst staff are proactive in rotating resources and activities, this results in activities which are sometimes overly adult initiated. Similarly, routines for snack and outdoor play interrupt older children's play and concentration and does not fully address their individual learning styles.

Partnership with parents and carers are good. Parents receive good, clear information about how the nursery operates and on the six areas of learning set out in the Early Years Foundation Stage. There is a good level of liaison about children's progress, this is sometimes on a daily basis, verbally, or at the regular opportunities to share children's assessments folders. Some parents are developing their confidence to contribute to their children's assessments in some areas of learning. Parents are overwhelmingly supportive of the group they are very pleased with their children's development.

The quality and standards of the early years provision

The learning environment is stimulating and inviting. Colourful posters, displays of children's art work and toys presented at floor level welcomes children and families into their base rooms. Warmly greeted by staff, children settle quickly and find themselves something interesting to do. They investigate the resources with interest and many concentrate for extended periods. For example, babies and toddlers are fascinated by the shredded foil paper or the jelly play and they have great fun banging the instruments or pan lids in time to the music. They enjoy their developing creativity. The outdoor sessions are used well to encourage older children's development in all areas of learning. They demonstrate excellent writing skills in their role play as they make notes about the ongoing game and they develop a clear understanding of space and shape as they reverse the cars into the parking bays. They also keenly explore and investigate the wildlife amongst the bushes. Aspects of the outdoor provision are fine examples of early years education at its best. However, these sessions are timetabled and so children's access to this rich learning environment is limited. On some days the babies do not play outside at all. Whilst risk assessment is used efficiently to monitor and promote a very high level of safety throughout the provision, management admit that they are a little nervous to open up the outdoor learning opportunities freely

to the children in relation to their developing need for independence in their learning and in their safety. This does not fully promote children's individual learning styles and affects their otherwise impeccable behaviour when children have their active learning styles restricted. It must be acknowledged that the building presents challenges and dilemmas to the staff in this respect, however, they are proactive in continually seeking remedies to this.

Throughout the nursery, staff record their observations of children at play to assess their learning. They use the intuitive observations successfully to plan for children's continued progress in all areas of learning. Key staff evaluate the assessment systems to make sure that it is effective as possible whilst making the best use of staff's time. Staff use praise and encouragement effectively to support children's learning and development as they play. Babies clap proudly as they are cheered for their early babbling and toddlers beam with pride when praised for saying 'thank you'. Children learn to manage their own health by learning the importance of washing their hands before eating. They enjoy the healthy snacks and meals provided by the staff and they are reminded to drink regularly as they play. Nourished and hydrated children enjoy being active.

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

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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