



Gatehouse Under 4's Project

Inspection report for early years provision

Unique Reference Number	EY308362
Inspection date	14 March 2006
Inspector	Debra Davey
Setting Address	Gatehouse, Frances Street, Woolwich, London, SE18 5EF
Telephone number	07931 550575
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Registered person	Pre-School Learning Alliance
Type of inspection	Childcare
Type of care	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.

THE QUALITY AND STANDARDS OF THE CARE

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.

WHAT SORT OF SETTING IS IT?

Gatehouse under 4's project opened in 2005 and is funded by Sure Start and Neighbourhood Renewal. The Nursery is open 5 days a week, from 09:00 to 12:30, term time only. The group occupies two rooms on the ground floor of a listed building in the Woolwich area of Greenwich. There is direct access to an outdoor area. A maximum of 12 children, aged from 18 months to 4 years, may attend at any one time. They are from the local area. Currently, there are 19 children on roll who attend throughout the week. They each attend for two sessions. There are two children attending with special needs and three with English as an additional language. The project is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about health and hygiene through the daily routine. They are encouraged to wash hands before snack and when using the bathroom. The procedure for nappy changing is displayed and staff use gloves and dispose of nappies hygienically. This ensures that children are kept free from cross infection. Children receive sensitive support when toilet training; praise and encouragement are given to help them feel secure and nurture their emotional well being.

Children's health is promoted through sound procedures for the recording of accidents and the administration of medications. Children are protected in the event of accidents, as all staff are qualified in first aid.

Children enjoy a mid-morning snack during the session. This complies with their dietary needs and parents' wishes. For example, children enjoy choosing from apple or banana and selecting their colour of cup for their drink of milk or water. They help to set out the plates for their wholemeal toast and have a happy and sociable time, as they sit with staff to eat. Whilst great care is taken to ensure that snacks are served hygienically, staff do not have formal training in food handling. Children have access to drinking water in the playroom at all times.

Children have daily opportunities for fresh air, as they are taken out to play towards the end of the session. They enjoy fun activities such as playing with coloured streamers in the wind and balancing on obstacle courses. This helps them to develop control of their movements as they run, jump, ride bikes and throw and catch bean bags.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive happily and settle quickly, due to the sensitive support of staff. The playroom is well organised into areas of learning and children benefit from a good range of age appropriate activities to capture their interest. Equipment is of good quality and plentiful, ensuring that children are able to self-select and move onto the next choice without conflict. Space is organised well, for example, in the role play area, to enable children to practice dressing up and looking in mirrors in comfort, without having to negotiate for space. This ensures that even the youngest children are learning to concentrate well, as they play alone or alongside one another. The outdoor play space is supervised well by staff and children benefit from a safety play surface in the courtyard.

Children's welfare is well protected by the sound knowledge staff have of issues relating to child protection. There is a useful policy in place and staff training ensures that they are aware of how to keep children safe from harm.

Risk assessment is used well, to ensure that children are kept safe in the setting and planned outings to the farm or the library, are checked for potential hazards.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from the positive interaction they receive to support their play and learning. Staff constantly talk to children during activities, which ensures that the rapidly developing language skills of the age range are well fostered. Children participate enthusiastically in a range of practical activities that support their individual development, because staff use the Birth to three matters framework well. For example, the range of malleable resources such as sand, water, clay and soil helps children to develop awareness of their senses. They benefit from the skilful use of puppets and action songs during group time, to stimulate their language and social skills. Children respond with excitement when making animal noises to "Old McDonald's farm" and are delighted when they are able to identify the animals, such as the pig or sheep. Apart from adult led activities, children have many opportunities to lead their own play. They enjoy a good level of support from staff, as they dress up and initiate role play such as pretending to be a nurse.

Children are learning to make connections, as they distinguish between different toys and choose their favourite things to play with. Staff make good use of the key worker system, to ensure that children are made to feel secure. They observe and record what children learn and can do and clearly get to know them well. This effective monitoring of progress ensures that staff are able to nurture children's interests. However, planning lacks detail as to what children are to be encouraged to learn next.

Helping children make a positive contribution

The provision is good.

Children attending are mostly under three years of age; many have not attended a group setting before. Their emerging self confidence is well fostered by staff, who encourage them to participate in activities to develop their skills of co-operation. For example, painting activities are organised into small groups of two, whereby the staff member is able to help children share resources, take turns and talk about their pictures. Children are praised for their contributions to help them develop their self-esteem and they respond well. As a result, the group is calm and children are able to engage fully in the activities. Children also benefit from trips to the local community to strengthen their awareness of the wider world.

There are good strategies in place to support children with special educational needs. This includes working with other agencies, such as the sure start portage worker and early years speech therapist. This ensures that children's individual needs are met. All children are fully integrated into the group and behave well, due to good levels of praise and encouragement from staff. Children attending rapidly develop their confidence, which ensures that they are able to have fun and learn

through play.

Parents and carers are given detailed and useful information about the setting and encouraged to participate in a parents' rota. Notice boards and regular feedback ensures that parents are made aware of how children spend their time. Children's individual needs are documented well; the sound key worker system ensures that information about child progress is shared. This allows parents and carers to become involved with their child's learning.

Organisation

The organisation is good.

Children are comfortable and happy in a setting which fosters a sound staff team, who work closely together to ensure that they provide a good level of care. Due to an effective system of induction and training, staff have a good understanding of their roles and responsibilities in an organisation which has clear aims and values their ideas. There is regular contact with supporting agencies such as the pre-school learning alliance (PSLA).

All required records for children are in place, supported by a well ordered set of policies and procedures; this ensures the smooth day to day running of the setting and a shared ethos. Staff meet regularly as a team, to discuss nursery issues and develop teamwork. This ensures that there is a strong commitment to improvement and staff are keen to continually update their skills by attending a variety of training, which includes in house training. As a result, the leader of the setting has realistic aims and is able to monitor and review practice for her team.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

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.

There are no complaints to report.

THE QUALITY AND STANDARDS OF THE CARE

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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):

- ensure that staff serving snacks hold an appropriate food handlers certificate
- further develop planning to ensure that assessment is used well to identify next steps in children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk