



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 123110

DfES Number: 500454

INSPECTION DETAILS

Inspection Date 03/11/2004
Inspector Name Lindsay Ann Farenden

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Gateway House Nursery School
Setting Address St. Jude's Church Hall, Heslop Road
 Balham
 Balham
 SW12 8EG

REGISTERED PROVIDER DETAILS

Name Ms Elizabeth Marshall

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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 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 30 children aged from 2 years to under 5 years old on roll. Of these 20 children receive funding for nursery education. Children come from the local area, and include children who speak English as an additional language.

The nursery employs 6 staff. Three of the staff, including the manager hold appropriate early years qualifications. One member of staff is currently working towards a recognised early years qualification.

How good is the Day Care?

Gateway House Nursery School provides satisfactory care for children. The premises are child centred and offer a warm and welcoming environment for children. Staff give good attention to children's safety both inside and outside of the premises. They help children to develop understanding of good hygiene routines and attention to maintaining cleanliness is satisfactory in most areas. Children's individual dietary needs are respected.

The nursery provides a good range of play materials and equipment, however these are not always used effectively to extend children's imaginative play. The children have a range of adult led and free play activities and, a specialist teacher provides dance lessons. Staff have a caring approach to children and there is excellent interaction between the staff and the children. Staff join in with children's play and assist them in completing tasks and activities. There is a key worker system in place and staff know the children well. The children behave very well and staff offer children lots of praise and encouragement.

There is a range of play materials and books reflecting positive images of culture, however these are not always used as an integral part of every day play. Children are encouraged to play with all the play materials regardless of gender. There is a limited range of play materials and books reflecting positive images of disability. There are procedures in place to support children with special needs and staff are committed to working closely with parents and outside agencies.

The staff form positive relationships with the parents and exchange information with them verbally on a daily basis. Parents receive a yearly report on their child's progress. Parents' questionnaires indicate parents are very happy with the standard of care provided but would like further information about daily activities and their child's development. All required documentation are in place.

What has improved since the last inspection?

Actions made at the last inspection have been met. Policies have been devised for safety and risk assessments. Play materials and books reflecting positive images of culture have been obtained. Emergency evacuation procedures are displayed in the building. All staff have undertaken CRB checks. Written parental permission for emergency treatment is obtained.

What is being done well?

- Child centred environment with a good range of play materials and equipment available for the children.
- Systems are in place to ensure children are safe in the premises and during outside play.
- The children's behaviour is good, and staff promote positive behaviour. They give children constant praise.
- Staff build up good relationships with the parents and are friendly and welcoming to-wards them.
- Staff are child centred, they give children constant attention and support children with activities and in their play.

What needs to be improved?

- the information for parents regarding the daily activities and giving parents the opportunity to discuss their child's development on formal basis
- utilisation of all play material in order to extend children's imaginative play and the provision of play materials reflecting positive images of disability
- the checking of the hygiene of the toilets on a regular basis and the storage of food and drink until it is served
- systems for staff recruitment and appraisal and to ensure that staff maintain up to date first aid certificate

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since April 2004 Ofsted have received one complaint relating to Standard 2 : Staffing arrangements. Standard 6: Safety and cleanness of equipment. Standard 7 : Hygiene standards in the garden. Ofsted made an unannounced visit and actions and recommendations were made. The provider has obtained a new climbing frame, made the outside area safe and hygienic for children's play. Staff ratios are now met during large group activities. Ofsted is satisfied that the registered person has taken steps to address the concerns and the provider remains qualified for registration.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	ensure toilets are clean and hygienic for children's use at all times
7	ensure that at least one member of staff with a current first aid certificate is on the premises or on outings at any one time
9	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
12	provide parents with information of daily activities and outings and the opportunity for formal meetings with parents regarding their child's development

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Gateway House Nursery School provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals.

Teaching is generally good. Staff are caring and respond well to children's individual needs. Each member of staff is aware of the progress children are making within their group and they plan the key work sessions accordingly. Staff are effective at expanding children's vocabulary and encouraging children's independence. The nursery is well resourced, however, staff do not make effective use of the resources to extend children's learning. Although staff have a generally good awareness of the early learning goals, they have not attended training, and this impacts upon their ability to plan for children's free play, make effective use of the outside area, and make greater use of role play areas.

Staff manage children's behaviour well, with a firm and caring approach, which children respond to positively. The key work sessions work well, allowing children the opportunity to receive good support. Staff plan a variety of craft activities using a range of materials and techniques, although these activities are often adult directed. The daily assembly is overlong and the use of time and resources is not effective.

Leadership and management are generally good. Staff work well as a team, sharing information and ideas during regular team meetings and informal daily discussions. Staff take turns to deliver a range of activities and are deployed effectively. However, there is no evaluation of planning, staff are not formally appraised and their training needs are not fully discussed.

Partnership with parents is generally good. Staff work well with parents, sharing information regarding children's needs, and providing opportunities to share information about children's progress during the parents evening and written annual report. However, information about activities and events are rather scant.

What is being done well?

- Individual key work sessions are generally well planned, with staff using their knowledge of what children know to plan activities which enable children to make progress.
- Staff effectively manage children's behaviour, ensuring they are aware of the expectations of the setting, are able to share, take turns and show care for others.
- Staff interact well with children, offering them good encouragement and support, particularly during key work sessions. Staff encourage children to

think about what they are doing, and give them lots of opportunity to express themselves verbally.

- Children have developed close friendships with their peer group, and link up well with each other to initiate play. They are articulate and excited to learn.
- Children are taken out to the local common to observe the changing seasons, to undertake sports day activities and to examine living things.

What needs to be improved?

- the opportunities for children to regularly access sand and water play, musical instruments, junk modelling and programmable toys to support their learning
- the planning and the organisation of the day, so that children are not expected to sit still for long periods of time, are given greater opportunities to take part in free play activities, and the outside area is fully utilised to extend children's all round development
- staff's ability to fully utilise resources so that children are encouraged to extend their imaginative play through effective role play areas, are able to develop a greater awareness of others and are encouraged to develop their creative and design making skills with less adult direction
- systems to enable planning, and the use of time and resources to be evaluated regularly, and to monitor and appraise teaching and training needs
- the opportunities for children to mark make and write for a variety of purposes
- the information provided for parents regarding the activities undertaken, so parents feel better informed on a regular basis

What has improved since the last inspection?

Improvement since the last inspection is generally good. Four key issues were made and the nursery have taken some action to improve the setting, although some points made at the last inspection have been raised again at this inspection.

The key group planning has been developed so it links to the six areas of learning, and the nursery have developed sheets which they use to assess the progress children are making. However, there is no planning to cover the free play session and use of the outside play area, and staff have not undertaken training to develop their awareness of the six areas of learning. The staff are now deployed effectively so they can support children's play and learning, and the nursery have purchased a climbing frame to ensure children's climbing skills are encouraged.

Since the last inspection the nursery have provided two computers for children to use, and a range of programmable toys. However, they are not always accessible to children and are not fully included in the mainstream activities. The nursery have also purchased a range of toys and resources which promote equality of opportunity. However, although these are accessible to children, the planning does not reflect

how children are fully encouraged to develop an awareness of others. Finally, children's design and model making skills are still not fully encouraged on a regular basis.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are excited and motivated to learn. They come into the nursery with a positive attitude, linking up with their friends to play, and choosing and selecting resources confidently. They respond well to each other and to adults, and are aware of the expectations of the group. They help to tidy away the toys, put on their coats, hold hands and line up well when being taken to the common. Although children have good concentration, the daily assembly is overlong and children become restless.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are very confident when expressing themselves, linking up well with others to play, responding well to questions asked and seeking support from staff. They enjoy listening to books, showing good concentration. They have built up a wide repertoire of songs and enjoy singing along. Children are fully encouraged to link sounds to letters and can recognise their own name in print. Older children are able to form recognisable letters but mark making is not included in all areas of play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident counting up to 10, with older children also able to recognise numerals in and out of sequence and spot errors. Children can confidently match by colour and shape, and older children are able to sort by length and height. Construction resources and puzzles are used well by children, as they select appropriate pieces to assemble and complete. Mathematical thinking is not fully integrated into all areas of play and children have limited access to water play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore change in living things, planting seeds and watching them grow. They appreciate natural things, undertaking bark rubbings and observing the changing seasons. Scientific projects encourage them to explore sinking, floating and melting. Their sense of time is encouraged through discussions about their families and significant events. Children are not given enough opportunity to access programmable toys, extend their design making skills and develop an awareness of others.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children climb confidently on the climbing frame, and manoeuvre the bikes around the classroom carefully. They run and change direction during a trip to the common. Children's fine motor skills are encouraged as they pat and mould the play dough, use tweezers to transfer conkers, and undertake threading activities. Small group sessions enable children to balance and to throw and catch balls. The outside area is under used, and staff do not plan fully to extend children's physical development.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy moulding and rolling the play dough, creating recognisable objects. They link up with one another to initiate play based on their own first hand experience. Children enjoy drawing and they access a range of materials in daily craft activities. Weekly dance sessions encourage children to express themselves through music, and to move their bodies imaginatively. Craft activities are often adult directed and children are given insufficient opportunities to use musical instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide greater opportunities for children to regularly access sand and water play, musical resources, junk modelling and programmable toys to support their learning
- improve the planning and the organisation of the day, so that children are not expected to sit still for long periods of time, are given greater opportunities to take part in free play activities, and the outside area is fully utilised to extend children's all round development
- ensure resources are used effectively so that children are encouraged to extend their imaginative play through well planned role play areas, are able to develop a greater awareness of others, and are encouraged 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

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.