

Gatehouse Nursery

Inspection report for early years provision

Unique reference number	106962
Inspection date	01/12/2010
Inspector	Deborah Starr

Setting address	Gatehouse Centre, Hareclive Road, Hartcliffe, Bristol, BS13 9JN
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Gatehouse Nursery is managed by Hartcliffe and Withywood Ventures (HWV), which is a registered charity primarily set up to offer training to local people, and which also oversees and develops projects in the locality. It opened in 2002 and operates from two rooms in a self-contained unit in the Gatehouse Centre building in Hartcliffe, Bristol. A maximum of 40 children in the early years age group may attend at any one time, of whom 12 may be under two years. The nursery opens five days a week all year round, except for bank holidays and Christmas, from 8am to 5pm. All children share access to a secure enclosed outdoor play area.

There are currently 83 children from birth to five years on roll. The nursery primarily offers places to children of parents living in the BS13 area of Bristol. Children attend for a variety of sessions. The pre-school receives funding for the provision of free early education to children aged three and four years. The setting currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting employs 16 members of staff, of these, 15 hold appropriate early years qualifications and one is currently working towards a level 3 qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff's knowledge and awareness of children's individual needs enables them to support their welfare and development generally well overall. The systems of assessment, however, are not sufficiently well developed. Most required documentation is maintained appropriately and shared with parents; there is one breach of the statutory requirements. Partnerships with parents are established and information is exchanged; however, this is not yet fully effective to ensure continuity in children's learning and development. Effective links with all early years providers that children attend are not established. Management and staff demonstrate a positive attitude and commitment to continuous improvement, through steps taken to improve the setting and identified future plans. The process of self-evaluation, however, is not yet fully effective to ensure an accurate assessment of all areas for further development. As a result, most outcomes for children are broadly satisfactory.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before medication is given

04/01/2011

(Safeguarding and promoting children's welfare).

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

- develop further the system of planning so that observations gathered are used effectively to track all children's progress and are evaluated to identify their next steps in learning so that staff are able to support individual children by offering suitable challenges across all areas of learning
- develop further the two way flow of information with parents and other early years providers to ensure continuity in all children's care, learning and development
- develop further the system to monitor and evaluate the quality of the provision to ensure good outcomes for all children.

The effectiveness of leadership and management of the early years provision

Appropriate arrangements ensure all adults working with children have undergone appropriate vetting procedures. Children are safeguarded because staff are suitably trained and have a secure knowledge and understanding of child protection issues and reporting procedures. Children's welfare is not fully safeguarded at all times as written parental permission to administer medication is not obtained routinely throughout the nursery and is a breach of the statutory requirements. All other required documentation and procedures ensure the safe running of the nursery. Regular risk assessments of the premises and outings are carried out and suitable actions are taken to minimise hazards. Staff plan the lay out of all play areas effectively to offer an interesting range of activities and resources that reflect the six areas of learning and are accessible to all. For example, make marking is encouraged in the outside play space through readily available resources such as chalks and paint.

Staff form positive relationships with parents. Staff regularly exchange verbal information about children's achievements and parents are encouraged to attend meetings with their child's key worker twice a year. Parents are able to view their children's learning diaries and are encouraged to share their children's achievements from home. These opportunities do not, however, ensure an effective focused exchange and two way flow of information so as to bring about continuity in children's learning and development as children's next steps are not clearly identified in all areas of learning. The provision does not identify all children who attend other early years settings and as a result effective links are only established for pre-school children. Staff work closely and effectively with other agencies that support children with specific individual needs. Children engage in an interesting range of activities that reflect their own and others' diverse cultural backgrounds thus promoting their understanding of the wider world. For example, children's home language is used during group activities and children are supported to join in and sing songs in a wide range of languages.

Management and staff reflect upon their practice and provision with input from

parents and have taken steps to bring about some improvement. For example, a review of the outside area has led to extended play and learning opportunities and staff are developing their understanding of how they support problem solving, reasoning and numeracy. Future areas for development have been targeted such as staff awareness of their own practice. Consequently, the provision demonstrates a commitment to continuous improvement. However, this process of review and self-evaluation is not yet effective as recommendations from the last inspection have not been addressed fully and all aspects of the provision are not fully monitored. As a result, this does not at all times ensure the best possible outcomes for all children.

The quality and standards of the early years provision and outcomes for children

Children settle happily at the nursery and form positive relationships with staff. Most children make satisfactory progress overall in relation to their starting points. Staff have a secure understanding of how children learn and develop through activities and resources that reflect their interests. For example, toddlers happily engage in group times, making choices from props that represent different songs and join in using some familiar words and actions. Children take turns and start to recognise rhythm shaking instruments in time to the beat. Staff, however, do not use their systems of assessment effectively to record all children's interests on a regular basis or to evaluate their observations of what all individual children know and do so as to identify their next steps across all areas of learning. For instance, there is no developmental assessment for children who attend for limited sessions and as a result suitable challenges are not identified. Key workers have an overview of their children's development, however, this is not effectively shared with their co-workers. Therefore, staff are unclear as to suitable challenges and how they support the individual needs of each child attending. For instance, pre-school children are encouraged to listen to stories and to re-enact them using puppets, some children are engaged, however, others lose interest quickly and they play alternative role play games. Children's understanding of problem solving and numeracy is promoted through daily routines such as snack times. Children develop an understanding of their local communities through visitors such as the fire brigade, police and health carers.

Staff safeguard children through procedures that promote their safety such as the recording of visitors to the premises and regular practice of evacuation procedures. Staff regularly remind children as to how they can keep themselves safe in their respective play areas and when walking around the Gatehouse centre. Children develop a good understanding of healthy lifestyles through clearly understood, good hygiene routines, opportunities for physical activities through music and movement and frequent access to outside areas. Clear guidance from the nursery ensures parents provide balanced, healthy lunch time food. Staff's frequent use of praise and consistent, calm approach helps young children develop an understanding of what is expected of them. Children's behaviour is good. Props such as timers and visual aids effectively promote children's understanding of the routines of the day. Children are proud of their achievements and play

cooperatively together, share and take turns and as a result develop skills for the future.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a record of any medicine administered to any child who is cared for on the premises, including date and circumstances and who administered it, including medicine which the child is permitted to self administer, together with a record of a parent/guardian/carer's consent (Records to be kept). 04/01/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Records to be kept). 04/01/2011