

Gateway House Nursery School

Inspection report for early years provision

Unique reference number	123110
Inspection date	16/01/2012
Inspector	Linda du Preez
Setting address	St. Jude's Church Hall, Heslop Road, Balham, London, SW12 8EG
Telephone number	020-8675-8258
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Gateway House Nursery School opened in 1990. It operates from a church hall and an adjoining room. Children have access to an enclosed outdoor play area. It is in a residential road in the Balham area of Wandsworth, South West London. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register for a total of 35 children, all of whom may be in the early years age range with none under the age of two years. The nursery is open each weekday 8.45am to 12.15pm in term time only. During the summer term, the older children can bring a packed lunch on Tuesdays and Thursdays and attend until 2.30pm to help them to prepare for their move to primary school.

There are currently 22 children on roll aged from two years to under five years. The nursery supports children who are learning English as an additional language. The nursery is funded to provide free early education to children aged three and four years. The nursery has six staff including the provider, five of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this bright, welcoming and inclusive nursery. Staff plan a broad range of stimulating activities which meet most aspects of children's learning and welfare needs to a good standard. Overall, arrangements exist to promote children's safety and health with some areas for improvement. Strong partnerships with parents and other childcare professionals enhance continuity in children's care. The nursery is highly reflective and shows a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- reviewing the organisation of snack time to meet the needs of individual children and develop their understanding of why some food choices are healthier than others
- developing further children's knowledge and understanding of why it is important to wash their hands after contact with animals in order to reinforce good life-long hygiene habits
- enhancing risk assessments by extending them to cover everything with which a child may come into contact, including pets and items stored on shelves.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are in place well overall and understood by staff. Access to the premises is through a locked secure door and visitors are required to sign in a book, so that that children are not left unsupervised in the care of unvetted people. Robust systems involve background checks so that staff are cleared as suitable to work with children. All staff are aware of what to record and how to raise concerns about child protection. Staff carry out risk assessments on a regular basis to check that children have a safe and secure environment in which to play. Overall, these are most effective in keeping children safe, although staff have overlooked two aspects of the nursery, namely storage on shelves and the risk relating to contact with animals.

Toys and equipment are clean, suitable for all age groups and very well organised. Children access many stimulating resources both indoors and out which promote all areas of development very well. Staff are very skilled at captivating children's interests and plan lots of fun outside activities for children who learn better outdoors.

Staff actively promote equality and diversity through celebrations of cultural festivals and the positive resources throughout the nursery. The set routine for snack time is not flexible enough to meet the needs of all individual children. However, staff have a sound knowledge of children's backgrounds, which enables them plan creative ways of positively celebrating their uniqueness. For example, they plan an Italian restaurant in the role play area to place value on a child's home culture. Staff also place a strong emphasis on preventing gaps in achievement between different groups of children by promoting literacy in the outdoor area in order to captivate boys' interest and motivate early writing. Many parents comment on how well the staff meet their children's needs. Each child has a special person responsible for helping them to settle and monitoring their individual progress. The 'key persons' manage their role very well and share information with parents to enable them to support their children's learning. Parents receive newsletters and questionnaires to share news and encourage them to contribute to evaluations and changes in the nursery.

Partnerships with other professionals and agencies are securely in place; for example, visits to local primary schools to support transition from the nursery to a school environment. Staff are fully aware of how to access appropriate support for individual children if needed. This helps to support cross-provision working and continuity for children and their families.

The provider and her team work together to review what they do and are committed to driving improvements. They meet on a regular basis to evaluate the nursery and plan for development and carefully consider the impact of both the planned activities and the organisation of the nursery on children's learning. Recent improvements include planning for nativity play, parent consultations and sports day in response to feedback from parents.

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

The nursery is bright and airy and provides a welcoming environment in which children learn through play. Children form strong attachments to staff who show kindness towards the children with physical and verbal reassurance when needed. Children's records show initial discussions with parents about their children's starting points. Staff monitor children's on-going development using the Early Years Foundation Stage. Effective planning, observation and assessment systems set clear goals for each child across each area of learning.

Children secure the skills they need for the future extremely well. They communicate with a great deal of confidence, talking enthusiastically about their activities. For example, a child confidently shows his active imagination by explaining that he is sailing on a pirate ship to Greece and it is going to be a bumpy ride. Children make marks enthusiastically, enjoy drawing and create pictures. Older children learn to link letters to sounds and produce recognisable symbols and letters during small group work activities. Children use the computer to develop problem-solving skills as they engage in exciting games combining literacy and numeracy.

Children feel extremely safe in the nursery and quickly respond to staff when reminded not to run. Staff support them through discussions and clear explanations. Children help to tidy up toys from the floor and tuck in their chairs when leaving the table. Consequently, they develop their personal awareness of safety. They learn how to use the environment safely by taking safe risks when outdoors and develop their physical skills riding bikes, throwing, catching and balancing in the outdoor area.

Children's well-being and good health is adequately encouraged throughout the nursery. They wash their hands after toileting and prior to eating. However, they do not always wash their hands after contact with animals, which compromises their health. Furthermore, children are given biscuits for snack which does not effectively promote healthy eating. Children make great strides in their physical development. They relish playing physical games using a rich variety of equipment to try their skills in climbing jumping and balancing.

Children are very well behaved; they share and collaborate with each other in their play exceptionally well. For example, they work together to create patterns using pegs and boards, listening to each other's ideas and taking turns. Staff are good role models to the children. They are highly effective in creating an environment, which is calm yet enriching and vibrant. Consequently, children of all abilities are challenged effectively and opportunities to learn are plentiful.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

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

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

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