

# Gateway Seafield Portchester

Seafield House, Westlands Grove, PORTCHESTER, Hampshire, PO16 9AA

## Inspection date

16/07/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children thoroughly enjoy their time at the pre-school. Children of all ages are happy and confident as staff are sensitive to children's individual needs.
- A successful key person system helps young children to settle and develop secure and trusting relationships.
- An excellent partnership between the pre-school and parents ensures key information is shared between them.
- The indoor and outdoor learning environments provide interesting and stimulating resources that engage children and build on their interests.
- Children feel safe and secure in the nursery and arrangements for safeguarding the children are robust.

### It is not yet outstanding because

- The educational programme ensures children are making good progress; however there are limited opportunities for children to access resources for technology.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outside learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Alison Large

## Full Report

### Information about the setting

Gateway Seafield Portchester registered in 2012 and re-registered in 2013 as a company limited by guarantee. It is one of six provisions managed under the Gateway Trinity Group. The pre-school is situated in a converted part of a residential home within the Portchester area of Hampshire. Children have access to two rooms and a fully enclosed area for outside play. The pre-school opens Monday to Friday from 8am to 4pm during school term times. Children are able to attend for a variety of sessions. The pre-school receives funding for early education for children aged two, three and four years. The pre-school is able to support children with special educational needs and/or disabilities and children learning English as an additional language. The pre-school is registered on the Early Years Register. There are five staff employed to work with the children all hold relevant childcare qualifications.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- develop children's understanding of the world and build their skills for the future through the provision of a greater range of activities involving the use of technology.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The pre-school is welcoming to the children, who move around freely and access a wide range of activities and resources. They quickly settle into the session and can independently make choices about their play. Children particularly enjoy playing outside, where they can have fresh air and exercise in all weathers. During creative play, children can experiment with glue, and help themselves to scissors and paper to make things. The pre-school provides a bright and child friendly area for children to play and learn where they develop confidence and self-esteem. Staff have a good understanding of the areas of learning and how children learn. They ensure that a range of resources are available to the children, which help them make good progress in their learning. They confidently question and extend children's learning during planned and everyday activities. For instance, children learn to problem solve while playing in the water, they have discussions about which container will hold the most water and how many will be needed to fill a larger container.

Observations and photographic evidence are collected by all staff and included in each

child's progress record. Staff track children's progress in the different areas of learning, and this is also used to identify any gaps in children's development. All children enjoy good opportunities to choose, participate and become independent in their play. Children use their imaginations and create role-play games, excitedly talking to their friends and using the different resources in their play. Staff sit with children and engage in conversations with them. For example, during group time there are discussions about the children's families and things they do at home. Consequently, children's language skills are well supported and their thinking and creativity extended. They become aware that written words have meaning as adults sit and read books with them. However, children do not have many opportunities to develop and acquire skills in using information and communication technology (ICT) by having sufficient and suitable equipment to play with, such as a computer and other programmable equipment.

The pre-school have implemented the two year old progress check, and all documentation is in place and shared with parents. Parents are kept well informed about the life of the pre-school via the notice boards and through daily chats to staff. They state they have seen their children make good progress since starting at the setting.

### **The contribution of the early years provision to the well-being of children**

Children settle well and are very happy and confident in the pre-school. Children's individual needs are met because staff get to know the children well and work to promote an inclusive environment. Staff help all children to become involved in the pre-school. Less confident, quiet children are encouraged to take part in activities. Children's social skills are developing well and are promoted by staff, who regularly praise the children for their achievements. Children enjoy fresh air and exercise daily as they use the outdoor environment daily, all year round. They enjoy using balls, tunnel, hoops and ride-on toys to develop their physical skills.

Effective systems are in place for behaviour management. Children's behaviour is good. They are learning to share and take turns and play well together. They are developing relationships with each other and interact well together throughout the setting. Many are independent and take themselves to the toilets or put on their own shoes or wellington boots before going outside. The pre-school provides a variety of healthy and nutritious snacks, and drinks are offered throughout the session. Children are learning about good hygiene routines and most are confident about washing their hands after using the toilet. Excellent systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of any accidents. Good relationships are developed with the local schools the children will move on to, to ensure children have a successful progression into school. Staff support the children well as they develop their independence and gain the skills needed to be ready to move on.

### **The effectiveness of the leadership and management of the early years**

**provision**

Children benefit from staff that work very well together as a team and share a commitment to improvement. They are involved in all aspects of the provision and contribute to the planning. Safeguarding children is prioritised. Staff undertake training in safeguarding and have a very good understanding of safeguarding procedures. Clear procedures are in place for the recruitment and vetting of new staff and this ensures all adults working with the children are suitable to do so. Thorough risk assessments are completed for the setting and staff make daily safety checks to ensure that children can play safely. Equality and diversity is promoted well and the pre-school offers an inclusive environment. Systems to monitor the provision to identify the group's strengths and areas for development are in place, which ensures continuous improvement of the setting. A comprehensive range of policies and procedures help ensure that children's welfare needs are met.

An excellent partnership between the pre-school and parents ensures key information is shared between them. Parents are kept informed about daily routines and the activities their children have taken part in. Parents express enormous confidence in the standard of care, communication and their children's preparation for the future. Parents spoken to during the inspection explain that the friendly and caring attitude of staff clearly influenced their choice in selecting the setting. The information displayed in the entrance ensures parents are kept fully informed about the life of the pre-school. They are encouraged to contribute to their children's progress records and become involved in the sharing of the children's learning and development. The pre-school also works effectively with other providers, where children attend more than one setting, to ensure continuity of care.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY458387
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	902342
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Trinity Gateway Community Services
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02392372355

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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