

Gateway Segensworth

176 Segensworth Road, FAREHAM, Hampshire, PO15 5EJ

Inspection date

Previous inspection date

25/07/2013

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 benefit from their time at the nursery, they enjoy their learning and achieve well in relation to their starting points.
- The quality of planning for all children is good; each child receives an enjoyable experience across all areas of learning.
- A very good partnership between the nursery and the parents ensures key information is shared between them.
- The environment provides children with opportunities to choose their play materials and follow their individual learning styles.
- The children are welcomed into a warm, friendly setting, where they are valued and included to ensure none are disadvantaged.

It is not yet outstanding because

- The children thoroughly enjoy the time spent playing outside but resources are not provided that encourage children to explore, build, move and use their imaginations in a variety of ways.

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 and manager undertook a joint observation together.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Large

Full Report

Information about the setting

Gateway Segensworth registered in 2012 and re-registered in 2013 as a company limited by guarantee. It is one of six provisions managed under Trinity Gateway Community Services,. It operates from a converted building which is located in the Segensworth area of Fareham in Hampshire. Children have access to a fully enclosed outside play area. The first floor of the setting offers office space and rest areas for staff where children have no access. The nursery operates from 7.30am to 6pm, for 51 weeks of the year and the nursery offer an early drop off option for parents upon request from 7am. The nursery provides funded educational places for children aged two, three and four years old. There are currently 18 children in the early years age group on roll. The setting is able to support children with special educational needs and/or disabilities and also children learning English as an additional language. The setting employs seven members of staff to work with the children, all hold a relevant childcare qualification. The setting receives support from a Children's Centre support teacher and a Children's Links Development officer.

What the setting needs to do to improve further

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

- Arrange and develop the outdoor space to give children a full range of activities which support all areas of their learning and development.

Inspection judgements

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

Children do well at the nursery, they enjoy their learning and achieve well in relation to their starting points. Management and staff create an environment, where the atmosphere is positive and encouraging. Throughout the nursery, children are making good progress in all areas of development. They are confident and keen to join in activities. Babies and young children are actively involved in their play, selecting and exploring resources. They touch, cuddle, shake and bang objects they investigate and are able to climb and practise a range of movements in safety. They are supported well by staff who provide experiences to help them develop. For example, playing with gloop, babies are able to sit in the tray and manipulate the gloop and staff extend the children's language while they play. The staff team promote children's development through a good balance of child-led play and interesting activities. Children become aware that written words have meaning as adults sit and read books with them, pointing to the words as they read. Children are encouraged to count and use numbers in a variety of ways and they recognise shapes and

name colours. All staff have an understanding of how children learn and develop and children are consistently provided with good learning opportunities. Observation and assessment systems are in place and shows clearly what each child has achieved and the progress they are making. Staff record the next steps in the children's learning, which links into their planning. Planning is based on children's interests, capabilities or individual needs.

The setting's good links with parents means they are kept informed of their children's progress. As a result of the recording of children's progress parents receive a clear picture of where their children are in their learning and are actively encouraged to be involved in their children's learning and development at home. The nursery has implemented the two-year-old progress check successfully and all documentation is in place.

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

Children are welcomed into a warm and friendly setting by staff who meet the children's welfare and learning needs with success. Children develop emotional bonds and trusting relationships with their key person and this good relationship helps children develop self esteem and confidence. Children enjoy the social interaction as they sit and eat together. The nursery provides an excellent variety of healthy and nutritious meals and snacks which are cooked on the premises and children benefit from the carefully balanced menu offered. Children learn about good hygiene routines and from a very young age can independently take themselves off to wash their hands. They all learn they must wash their hands after using the toilet, before eating and after messy play. Good systems are in place to inform staff of any health or dietary issues the children may have. Children behave well, 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 nursery. Children know what is expected of them and are confident to make their own choices and decisions. They develop physical skills through use of the setting's outside play areas. However, added resources for physical play in the outside area would further enhance children's experiences.

Staff liaise well with local schools for children about to start school to help prepare them for the move to school. Older children know what is expected of them and are confident to make their own choices and decisions. Children are secure and safe in the nursery and feel a strong sense of belonging, fostered by consistent care from staff and good resources. Their learning and growing understanding of the world around them, prepares them well for future life and entry to school.

The effectiveness of the leadership and management of the early years provision

Effective management structures are in place in the nursery and communication with all levels of staff is very good. Arrangements for safeguarding children are robust. Staff complete training in child protection 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 cleared as suitable to do so. All staff take responsibility, and use thorough risk assessments to ensure children's health and safety in the rooms as well as outside. Systems to self evaluate the nursery provision are in place. These reflect its strengths and any areas for development. A comprehensive range of policies and procedures are in place covering all areas of the provision. Children are provided with an inclusive environment and learn about valuing each other's differences. The setting promotes equality and diversity well.

Information is displayed around the setting so that parents and children can feel a good sense of belonging. The partnership between parents and the nursery is very good. Parents of babies and young children are kept informed about daily routines and the activities they have taken part in. Staff take the time each day to talk to parents about their children's day. Parents are very supportive of the staff and appreciate the care and education their children receive. Partnerships with other settings the children attend are good.

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

Unique reference number	EY458395
Local authority	Hampshire
Inspection number	903063
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	59
Number of children on roll	18
Name of provider	Trinity Gateway Community Services
Date of previous inspection	not applicable
Telephone number	01489589666

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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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