

Gable House Nursery School

20 Wellington Road, Bridlington, YO15 2BG

Inspection date

01/08/2013

Previous inspection date

30/04/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff are secure in their understanding of how children learn. They provide good levels of support through the positive range of activities and resources provided. This results in the children making expected progress given their starting points.
- Children are secure in their attachments with their key person and staff because they are responsive to the children's individual needs and abilities. As a result, children are confident and motivated in their play and learning.
- The partnerships formed with school and partner agencies and services are good. Consequently, children's moves to other settings or school and their individual needs are managed effectively, through an inclusive shared approach to their ongoing learning and development.
- Staff work effectively as a team to develop and improve their teaching and learning for the children. They are very welcoming and approachable and parents are confident to leave their children in their care.

It is not yet outstanding because

- Younger children do not always have ready access to a rich range of media and materials that further enhance their early creative experiences.
- Opportunities for older children to experiment and further extend their experiences of writing for a purpose are not fully enhanced, particularly in their role and creative play.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities with the children and staff both inside and outside the nursery.
- The inspector spoke with the owner and manager throughout the inspection.
- The inspector looked at children's learning journals, planning and the nursery's self-evaluation.
- The inspector looked at all relevant records, policies, procedures and risk assessments.
- The inspector took account of the views of parents spoken to on the day and from written information.

Inspector

Christine Tipple

Full Report

Information about the setting

Gable House Nursery School was registered in 2003 on the Early Years Register and the compulsory part of the Childcare Register. The nursery is privately owned and managed. It is situated in a four storey semi-detached building in the seaside town of Bridlington in the East Riding of Yorkshire. Children are cared for on three floors according to their ages. The nursery serves the local area. There is an enclosed area at the rear of the property for outdoor play.

The nursery is open Monday to Friday, all year round, except for the Christmas period and bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 120 children on roll, of whom 117 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs 14 members of staff. All hold appropriate early years qualifications at level 2 to 6. The nursery supports children for whom English is an additional language. The nursery is a member of the National Day Nurseries Association and attends local Early Years Management meetings.

What the setting needs to do to improve further

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

- extend the opportunities for older children to make marks and write for different purposes, for example, by including more writing materials in the role play and creative areas
- enhance further the opportunities for younger children to independently access a rich range of media and materials, to extend their own ideas, by using different techniques in their creative experiences.

Inspection judgements

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

Staff work very well with parents as their children start nursery. The sharing of information means that staff are well informed of the children's needs and interests. This supports the staff to know children's starting points, to use this as part of their initial assessment of them, in order to plan for their ongoing development. Staff have a good

understanding of the areas of learning. As a consequence, they provide a wide selection of purposeful activities that enable children to be engaged, motivated and develop their skills to make expected progress in their learning. The regular observations and assessments completed by staff enable them to identify children's next steps in their learning. This informs the planning and includes any additional support or challenges children may need. The home link books provide regular effective communication for parents to share and contribute to their children's learning.

Children readily come into nursery and quickly engage in the activities and show good levels of confidence as they are secure in their environment. They enjoy being outside and exploring the garden area. Children look for insects under the logs with the magnifying glass and excitedly find a worm. They follow the worm and decide to put it in the soil with the strawberries 'to be safe'. Children water the plants they have grown, such as potatoes and tomatoes, which they pick and eat. The older children have giant snails that they have had looked after from being very small. They are well informed about the snails favourite food, which is 'cucumber'. These activities foster their understanding of nature and of caring for living things. Staff engage positively with the children to support their language skills. Children learn to listen to each other, such as at group time, so they all share their news with each other. Storytelling and books are accessible for children to select and sit and look at alone, or with another child or with the staff. Staff use the 'letters and sounds' programme to effectively support children's language development. For children whose home language is other than English, staff provide dual language words to support children's understanding. This is further enhanced with various visual displays that promote an inclusive approach, so all children take part and are actively involved in their learning.

Children make good use of the selection of resources that support their early skills in making marks, such as, chalks, sand and 'gloop'. However, the opportunities for older children to experiment and further practise their early writing for a purpose is not yet fully explored by staff. For example, there are few opportunities for making a list, leaving a message or putting their name on their creative work, to further enhance their early literacy skills. Children use various mediums and materials to develop their creative ideas. For example, different tactile and sensory resources for the younger children to explore and paints and collage resources. Older children design a model of a fountain from play dough and are very proud of their achievement. However, a rich selection of resources are not always readily available to the younger children, to fully enhance their own ideas, by using different techniques. As a result, their experiences are not always as rich as possible. Children enjoy dressing-up and acting out different experiences, such as making the dinner in the home corner for when mummy comes, or just being a crocodile.

The use of the computer provide the children with different interactive activities. This enables them to make decisions, such as what happens next, to develop their problem solving skills. Lots of games and displays of numbers all contribute to the children's skills to match, sequence and in their recognition of numbers. This effectively supports children's mathematical skills through their daily play. Staff provide a timetable for the children to use the outside area due to the children being on different floors in the nursery. This is managed positively to allow all the children to be outside throughout the day. Staff ensure that the activities and learning experiences are planned to meet their

needs. Physical experiences are managed well through the range of different tools and equipment that promote challenges for the children. This includes how they manoeuvre themselves around different obstacles, dig the garden and confidently manage the steps. The regular outings in the community offer children additional learning experiences, for example, visits to the beach and harbour. The positive level of support and learning provided for all the children ensures that they are ready to move on to school when the time comes.

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

The arrangements for supporting children make the move from home to nursery and as they move from room to room are well considered and reflect the needs of the children and parents at this time. Consequently, children settle well and form secure attachments to their key person and staff. As a result, they are confident and motivated in their play and learning. Children see what resources are available and they actively make their own choices about what they play with. Staff review what they enjoy and the resources used, to provide activities that engage and further their interests. They promote an inclusive environment where all children can develop and make progress. The nursery provides an interpreter in support of parents and children where another language is spoken at home to ensure that they are engaged in their children's learning.

Staff work effectively as a team and know the children and their differing needs well. They respond sensitively to them, to enable them to express how they feel. Children are aware of the basic rules in nursery about being kind to each other, to share and take turns, which they manage very well. This approach reflects on their behaviour, which is good, because children feel secure. The babies and toddlers needs are managed sensitively by staff, who readily respond to them when they need a cuddle or reassurance. This effectively promotes their sense of belonging very well.

The nursery has good partnerships with the schools and visits are arranged and information shared to effectively support children as they move on. This ensures continuity in their learning and development.

Staff discuss with the children their understanding of safety issues. For example, how to use the different tools and equipment correctly and to raise their awareness of keeping safe when crossing the road or taking part in the nursery evacuation procedure. Staff invite people from the emergency services to visit the nursery. This raises children's awareness of different safety situations and 'who helps us'.

The nursery provide a hot meal at teatime and all snacks and drinks for the children. Food is prepared mostly from fresh foods daily and sourced from the local area. These offer a healthy and nutritional balance for the children and details are displayed for parents. Good hygiene practices are managed with all the children, such as hand washing and they learn why this is important. Well-implemented policies, such as the no-smoking policy also contribute to children's good health. Information is shared and displayed regarding the

care of children when ill and in managing cross-infection at the nursery.

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

Arrangements for safeguarding children within the nursery are good. A clear policy and procedure are in place and all staff have completed relevant safeguarding training. They are fully aware of the procedures to follow if they have any concerns about a child's well-being. The recruitment and selection procedures are secure and management have completed safer recruitment training. Staff meetings are on a regular basis and enable the sharing of good practice and ideas. They have regular appraisals that effectively support staff's ongoing development. The detailed risk assessments, policies and procedures are reviewed regularly, to ensure that these reflect current guidelines and practices. This includes clear risk assessments for all outings, including the use of a mobile telephone for emergencies when out with the children. All other records and documentation are maintained to support the safe management of the nursery. Staff follow guidance from other professionals, as required, to ensure children receive relevant support to promote their ongoing learning and development.

The monitoring of children's progress and the teaching and learning are managed effectively on a regular basis by staff and management. This ensures that children are making consistent progress, relevant to their individual needs and abilities, through ongoing focused observations and assessments. Staff, parents, children and other partners all contribute to the nursery's self-evaluation. This results in a detailed development plan of the areas to improve and take forward. This has resulted in changes to be made to the layout of the nursery, to enable older children to have continual access to the outdoor provision throughout the day.

The partnerships formed with parents are good. The daily contact with them is highly valued as a time to talk about their child's day. This is also recorded in the home link books that provide parents with an overview of the day and enables them to share any messages or changes to their children's ongoing needs. Displays in all the rooms provide photographs and information about the activities and learning taking place. Open sessions through the year offer parents additional opportunities to discuss their children's learning and progress with staff. Parents know their children's key person and comment on the very welcoming environment provided by all the staff. The comments made by parents are very complementary and they fully appreciate what the staff do with their children in support of their learning and development. They see progress in their children's speech, language and social skills. Children speak fondly of the staff and parents know how much their children enjoy coming to nursery and are highly satisfied with the consistent care provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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	EY272921
Local authority	East Riding of Yorkshire
Inspection number	927108
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	120
Name of provider	Gable House Nursery School Ltd
Date of previous inspection	30/04/2009
Telephone number	01262 676582

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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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