

Gable House Nursery School

20 Wellington Road, Bridlington, YO15 2BG

Inspection date

27/11/2013

Previous inspection date

01/08/2013

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

- Practitioners know children well and use their knowledge of child development effectively to ensure children's individual needs are consistently well met. This supports children's learning and development, and consequently children make good progress in all areas of learning.
- Children have access to a wide range of good quality, stimulating resources, activities and experiences, both in and out of doors.
- Children are safeguarded effectively. This is due to all practitioners having a thorough knowledge of the importance of safeguarding children within their care. Ongoing training and development is accessed and vigorous vetting procedures are followed to further ensure children's safety.
- Sensitive, skilled practitioners form secure attachments with all children in their care. This helps children to gain independence skills as they settle quickly and enjoy attending the nursery.
- Good self-evaluation procedures ensure everyone who is involved with the nursery is listened to and their opinions and ideas are very much valued. These are then incorporated into the continuous development of the nursery.

It is not yet outstanding because

- Opportunities for parents to contribute and fully engage in their child's learning, development and assessment are not fully enhanced.

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 interacted and talked with children inside and while playing outdoors during the inspection.
- The inspector spoke to parents and gained feedback and their opinions of the service provided.
- The inspector discussed learning and development, observation and assessment with practitioners and looked at children's individual files.
- The inspector sampled policy and risk assessment documentation, checked the suitability of practitioners and the qualifications of practitioners working with children.
- The inspector spoke with the owner and manager throughout the inspection.

Inspector

Caroline Basham

Full report

Information about the setting

Gable House Nursery School was registered in 2003 and is 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 Bridlington in the East Riding of Yorkshire. Children are cared for on all four 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 106 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

The nursery employs 14 members of staff, 12 of whom hold appropriate early years qualifications at levels 2 to 6. It 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:

- provide further opportunities to involve parents in their children's learning. For example, by including photographs from home and parent observations and comment forms.

Inspection judgements

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

Children settle quickly and are very excited upon entering the setting. It is very apparent that they enjoy attending and are motivated and eager to engage with the many activities and experiences provided. Communication and language are promoted, and children receive lots of praise and encouragement from the dedicated, enthusiastic practitioners. This promotes and builds children's confidence and self-esteem as they play and learn. Practitioners who work with the very young children speak sensitively using different tones of voice and facial expressions during the lunchtime period. This enables children to feel safe and secure and build firm, trusting relationships.

The key person system is very effective in establishing positive partnerships with parents. Initial assessments of children's starting points on entry are completed by parents and shared with nursery practitioners. Verbal communication and home-link books are shared

and ensure information regarding children's daily care routines is passed on effectively. This enables practitioners to gain a good knowledge of each individual's likes, dislikes and care routines.

The manager and all practitioners have a secure understanding of the Early Years Foundation Stage. There are planning systems in place to ensure children have experiences across all areas of learning, as well as being able to initiate their own ideas in their play. Practitioners have effective systems in place to assess children's learning and development, and use supporting documents to identify and plan for the next steps in their learning. Annual parents' evenings are held to share assessment information and to discuss children's individual learning files. However, staff do not fully maximise opportunities for parents to contribute to their child's files and be fully involved and engaged in their child's learning and development. Children enjoy and have regular access to opportunities for outdoor and physical play. They run and climb, pedal and push using a range of equipment which helps to promote their all-round physical development. Children learn about the world around them and the importance of caring for living things as they find worms in the digging area. Others talk about the fruits and vegetables they have grown in the garden and discuss how tasty the strawberries were. Several children creatively 'paint' the chalk boards with water and engage in imaginative play together as they 'wash the windows'. Such play opportunities enhance and promote early social skills and friendships. A well-appointed indoor soft play room provides physical play opportunities for when the weather is exceptionally bad. All children access this area and enjoy the high quality resources on offer which further enhance their learning and development.

Children enjoy caring for the pet African giant snails and discuss what to feed them and how much they have grown. Children understand the concept of size, shape and volume and use other mathematical terms as they experiment and play with sensory materials, such as flour and play dough. Experienced practitioners are close by to support and enhance children's learning. They ask open questions that enhance children's thinking and further develop their communication and language. Children enjoy singing and dancing to nursery rhymes with staff and delight as they dance and play with tinsel. Babies push dolls around in pushchairs and enjoy exploring the wide range of heuristic natural resources on offer. Such activities ensure children receive exciting and stimulating play and learning opportunities. As a result, all children make very good progress in all areas of learning, which supports their readiness for school. Children have access to a wide range of books, and print is used effectively inside and outside the setting to develop children's recognition of letters and simple words. They use the computer and engage in a variety of interactive programmes and learn about early technology as they share and patiently await their turn. Dual-language words, signs and displays are implemented for those children whose home language is other than English. Staff value their home language while promoting English, and due to this all children are actively involved in the setting's good inclusive approach. This helps them learn skills for their move to school or the next step in their learning. Children are encouraged to talk about their families and to share celebrations and events they are involved in at home. Photographs of their pets are displayed alongside pictures of working dogs. Regular trips out into the local community, for example, the local pet shop, offer additional learning experiences. This helps to support the children's sense of security and promote their understanding of the community around them.

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

Transitions from home to nursery are managed well. Families are offered settling-in trial sessions prior to children starting the nursery, and practitioners spend time talking to parents and gain important information regarding individual care routines, likes and dislikes. This enables practitioners to get to know the children's individual needs quickly, which in turn helps children to settle well. Secure attachments are formed between each child and their key person, and this ensures children's personal, social and emotional development needs are very well met. Children are very confident, feel safe and understand the rules of the nursery. A mixture of adult-led and child-initiated activities and resources are on offer which enable children to make choices for themselves. There are well-established procedures in place to prepare children for the transition from one room to another, which helps them feel safe and secure. The younger children's emotional development is continually promoted as they develop secure, trusting relationships with practitioners. For example, babies are cuddled closely when they are tired, upset or need reassurance, which ensures their emotional needs are continually met.

There are well-established procedures in place to prepare children for the transition from one room to another, which helps them feel safe and secure. Practitioners prepare the children for their transfer to school through sharing information. This is with schools, parents and other professionals to support transitions. An interpreter is provided to support parents and children where another language is spoken at home and documents are translated where required to fully engage parents. Children are cared for very effectively following any minor accidents, and staff deal sensitively with any bumps or scrapes they have. Comprehensive records are kept of any accidents, as are records of medicines given, and these are shared with parents. All staff have paediatric first aid qualifications and have had appropriate training on routines to follow if a medical emergency arises. As a result, children are safeguarded exceptionally well. This is due to all practitioners having a thorough understanding of the importance of protecting children within their care.

Meals and snacks are social occasions and are very well organised, with children sitting in small groups, supported by an adult. The nursery provides a hot meal at teatime and drinks and snacks are provided throughout the day. Children are encouraged to pour their own drinks and access these freely throughout the day. This enhances children's independence skills and helps to give them responsibility and to learn self-help skills. Younger children recognise their drink bottle or cup and know where these are kept should they require a drink. Children's understanding of a healthy diet is supported well through activities, such as planting and growing vegetables and fruits in the nursery garden, which they then harvest and eat. Many opportunities to access fresh air are provided, both within the nursery outdoor area and while accessing places of interest in the local community. Children's behaviour is good and realistic rules and boundaries are in place, supported by staff, to enable children to know what is expected of them. Children's awareness of managing their own behaviour is developed as they respond appropriately to staff requests to put away toys or take turns and share. Children are learning to keep themselves safe as practitioners explain the reasons for the rules and boundaries in place.

For example, they remind children about safe procedures when climbing the stairs as they walk slowly holding the banister, encouraging them and praising them as they manage the steps safely and carefully. Very good hygiene practices are managed as children are all reminded to wash their hands and practitioners fully explain the importance of this. Policies and procedures are implemented and followed exceptionally well by all staff. Children's personal hygiene needs are very effectively met as practitioners meticulously follow the procedures in place.

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

The manager has a good understanding of her roles and responsibilities regarding the statutory framework for the Early Years Foundation Stage. Safeguarding arrangements are well established and all practitioners within the setting have completed safeguarding training as part of their induction and ongoing professional development. All practitioners have a good understanding of the steps to take should they have a safeguarding concern. Information about how to make a referral is clearly displayed throughout the setting should this need to be referred to. The owner and manager ensure the suitability of practitioners at interview through robust recruitment and vetting procedures. This helps protect the welfare of children as it maintains staff's continued suitability. The setting implements thorough risk assessments, which ensures a child-friendly and safe environment for children to play in and explore with confidence. Practitioners assess their areas on a daily basis and remain constantly vigilant to potential hazards. In addition, the close working partnerships between staff ensure the levels of supervision are consistently high.

Planning for children's needs is clear and effectively linked to their next steps in learning. The educational programme is also monitored well to ensure all children make consistently good progress in their learning. Regular appraisals are offered to all practitioners and ongoing training is accessed through the local authority. Practitioners work closely together to identify the strengths of the setting and areas for future improvements. Children, parents and other partners are all encouraged to contribute to the nursery's ongoing self-evaluation procedures. The owner is fully committed to developing the setting to its highest potential. This has led to changes involving moving the older children to the ground floor to enable them to have free-flow access to the outdoor area at all times. A soft play room has been developed and implemented to offer all children further physical play opportunities, particularly in exceptionally bad weather.

Partnerships with parents and other agencies are good. All parents and carers spoken to show complete satisfaction in the quality of the setting. They speak of the committed and friendly practitioners, how happy their children are to attend the nursery and how quickly they have settled. Children love to attend and the warm, homely atmosphere the nursery provides to all is clearly seen as an asset to the local community.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	943121
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	106
Name of provider	Gable House Nursery School Ltd
Date of previous inspection	01/08/2013
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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