

Gateway Nursery

Purcell Avenue, LICHFIELD, Staffordshire, WS13 7PH

Inspection date

19/03/2014

Previous inspection date

19/03/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- The provider has failed to notify Ofsted of a change of manager within the required timescale. This is a breach of the Safeguarding and welfare requirements.
- Teachers do not always extend opportunities for children to remain uninterrupted in their concentrated play, particularly when it is time for them to follow the routine events of the day.

It is not yet good because

- Those in charge do not ensure that all of the legal requirements are met, in relation to informing Ofsted of a change of manager. This impacts on the overall judgement. However, this administrative error does not affect the day-to-day care and education that children receive, which in many other respects is outstanding.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the nursery and conducted a joint observation of a planned activity with the early years coordinator.
The inspector held discussions with the provider's representative, the nursery manager and the early years coordinator and spoke to the staff and a number of children present on the day of inspection.
- The inspector looked at children's observation and assessment records and planning documentation, including early years summary reviews and the progress check at age two.
The inspector checked evidence of suitability and qualifications of the staff, quality assurance records, self-evaluation arrangements and the provider's improvement plan.
- The inspector took account of the views of parents spoken to at the inspection and from written information included in the provider's own quality assurance survey.

Inspector

Jayne Rooke

Full report

Information about the setting

Gateway Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Lichfield in Staffordshire and is managed by Rocklands School Governing Body. The nursery serves the local and wider geographical area and is accessible to all children. It operates from a purpose-built building on the site of Charnwood Primary School and there is an enclosed area available for outdoor play.

The nursery employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3. The nursery manager holds qualified teacher status. The nursery opens Monday to Friday during term time. Sessions are from 9.30am until 12 noon and on Tuesday and Wednesday from 1pm until 3.30pm. Children attend for a variety of sessions. There are currently 21 children attending, all of these are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides sole care for children with special educational needs and/or disabilities and supports children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge and understanding of the Safeguarding and welfare requirements with specific regard to changes that must be notified to Ofsted, such as the person managing the early years provision.

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

- extend opportunities for children to express their own needs, interests and opinions by providing flexibility in routines so that children can remain focused on their chosen activities.

Inspection judgements

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

The quality of teaching is exceptional because the teacher and nursery staff demonstrate a comprehensive knowledge of how children learn and develop, taking full account of each child's specific abilities, capabilities and needs. As a result, all children make rapid progress towards their next stage of learning. For example, staff ensure that the high quality resources are very accessible to children so they can make choices and decisions about their own play and learning. Consequently, boys and girls are able to spontaneously

interact with technology equipment, such as a whiteboard, to make marks and patterns using their fingers and other digital tools. This significantly enhances children's early literacy development and helps them to gain a greater understanding of the world. In addition, children delight in a wide range of exceptional sensory experiences which help them to use and explore all of their senses. For example, they select from a variety of musical instruments and follow simple instructions from staff to create rhythms, patterns and beats. They respond positively to the experience of different light, sound and visual prompts in the sensory room, with increasing levels of excitement, joy and curiosity. They use an excellent array of picture symbols and photographs to communicate their needs, thoughts and feelings. They concentrate intently on their self-chosen activities, as they fill and empty containers with water and discover what happens when water flows down the plastic tubes and pipes. They handle small tools with increasing control and independence, as they paint water pictures with a brush and use sponges to print weather patterns. Consequently, children confidently adopt the characteristics of effective learning.

Teachers constantly explore opportunities for children to express their own interests and opinions. However, they sometimes interrupt children's concentrated play, when it is time for them to finish playing in the water and follow the routine events of the day. This means that further opportunities for children to remain focused on their chosen resources and activities and to express their views are not always fully considered, for example, by adapting flexibility in routines. Teachers use story and circle time exceptionally well to significantly enhance children's progress across the prime and specific areas of learning. For example, they skilfully coach and enthusiastically praise children to inspire 'good sitting', 'good listening' and 'good talking' skills. This successfully captures children's interest and fascinations, as they listen intently to their favourite stories and songs and join in with active enjoyment as they count, sing and repeat well known words and phrases. Children develop an excellent understanding of number sequences, as they use their fingers and hands to represent groups of five and ten objects. They use their feet and legs to walk along a number line, which helps them to count and order numbers from one to nine, as they register how many children are sitting together. Staff make excellent links to themed projects and use a wide variety of visually stimulating resources, to enhance children's communications and ability to actively participate in learning activities. Consequently, children show high levels of interest in weather patterns and change. They competently match picture prompts to sequence story events and to select wellington boots for jumping in puddles and an umbrella to keep dry in the rain. Staff plan exciting and adventurous experiences further afield, such as outings to 'flight school' at the airport, which broadens opportunities for children to explore the local and wider community.

Key persons use their professional expertise and knowledge exceptionally well to continually observe, assess and evaluate each child's stage of development. This successfully guides and informs their next steps planning. They actively engage with parents and other professionals, so that the assessment and early intervention process, brings about significant and rapid progress in children's learning and development. As a result, all children make excellent progress in their level of independence and improved capabilities. Staff develop unusual and exceptionally successful resources, such as the 'sharing and learning boxes', to enable parents to actively support and enhance their child's learning at home. This secures each child's ability to achieve their individual goals, in readiness for their next stage in learning and school.

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

Staff provide an exceptionally well resourced and welcoming environment, where all children feel happy, safe and secure. Staff carefully organise the indoor play rooms and the outdoor learning area, so that children can move around independently and safely. They build strong and trusting relationships with children and parents before children start to attend, through home visits and pre-nursery stay and play groups. The key person, parents and other carers and settings, work closely together to successfully complement children's care and learning and experiences. This strengthens the transition process and secures children's emotional well-being.

Staff adopt a positive and lively approach towards all aspects of children's individual care and learning. They focus their enthusiasm and energy on helping children to build positive relationships with adults and each other. As a result, children form strong friendships and confidently communicate with others. Staff provide a broad range of activities and experiences which help children to recognise and understand diversity and difference. They promote a fully inclusive service so that all children feel valued and nurtured.

Staff speak clearly and kindly to the children so that they understand when it is time to change and what they need to do next. This helps children to gain good control of their behaviour and to develop high levels of independence in their self-care. For example, children know when it is time to visit the bathroom and follow good hygiene procedures to keep themselves clean. They develop competent skills as they select their own choice of healthy food and practise pouring their own drinks. They benefit from regular fresh-air and exercise each day, which promotes their healthy growth and development. For example, children have lots of fun as they wiggle and jiggle their bodies and move their hands, arms and legs about, in time to music and movement prompts. They actively climb, slide and move wheeled toys around outdoors, developing their physical skills and coordination.

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

The provider has failed to notify Ofsted of a change of manager within the required timescale. This is a breach of the Safeguarding and welfare requirements. Although this impacts on the overall quality judgement, this administrative oversight does not have a significant impact on the day-to-day care, safety and education of children. In addition, other aspects of safeguarding are secure. For example, leaders and managers implement rigorous recruitment and vetting checks to ensure the suitability of all staff and volunteers, prior to them working with children. All staff demonstrate an indepth knowledge of safeguarding procedures. They confidently describe how to protect children from abuse and follow well-established policies to guide and inform their practice. Robust induction procedures are rigorously implemented to ensure that all staff and volunteers hold the necessary qualifications and skills to support and enhance all aspects of children's care and learning. Leaders and managers conduct regular appraisal and individual professional development meetings, to ensure that staff remain highly motivated and keep up-to-date

with their training. Consequently, children are safe and receive high levels of support from a dedicated team of staff. Teachers and managers have an extensive understanding of the learning and development requirements. They oversee the educational programmes effectively to ensure that children's learning is purposeful and all children reach their full potential. As a result, children make excellent progress from their starting points.

Self-evaluation is highly successful in practice. New initiatives are developed and implemented promptly, such as introducing network 'cluster' meetings to enhance and share excellent practice ideas, between other specialist providers in the local community and wider County areas. This ensures that a broad group of children and their families benefit from high quality care and education. In addition, the staff team trial and assess the value of online interactive learning journals, so that parents can follow and contribute to their child's progress and development at any time. Parents are invited to attend numerous training and workshop events at the nursery, which help them to learn about the full range of services that are accessible to them and how to support the holistic needs of their child. This significantly enhances partnerships with all parents and creates harmonious relationships at home. Recommendations from the previous inspection have been successfully addressed. As a result, the nursery now takes a more pro-active approach to quality assurance and fire safety risk assessment. All policies are regularly reviewed and amended and always updated on an annual basis. This creates a safe and continually evolving environment, in which children thrive. Extensive and high quality partnerships between the nursery and all other professional agencies, including other childcare providers and the host school, create an excellent team response that significantly enhances all aspects of the provision and children's opportunities to progress and develop.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
------------------------------------------------------------------------	------------

The requirements for the voluntary 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	EY376519
Local authority	Staffordshire
Inspection number	858380
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	10
Number of children on roll	21
Name of provider	Rocklands School Governing Body
Date of previous inspection	19/03/2009
Telephone number	01543 560765

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

