

Gatten and Lake Childcare

Gatten and Lake County Primary School, Oaklyn Gardens, SHANKLIN, Isle of Wight, PO37 7DG

Inspection date

Previous inspection date

01/04/2014

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

- The strong educational programme engages and motivates children to learn. They make good progress from their starting points.
- A high emphasis on mathematical development has a positive influence on children's progress in this area of learning.
- The excellent links with the school and cohesive working effectively aids children's move to reception class.
- Good leadership and monitoring of staff practice is in place to ensure effective practice.

It is not yet outstanding because

- The teaching does not always include children's home language in the adult-led planned play activities.

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 play and learning activities and tracked children, indoors and out.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the manager regarding leadership and management.
- The inspector looked at a sample of children's progress records, planning and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

Gatten and Lake Childcare registered in the current premises in 2013. The privately owned and jointly managed provision has operated since 1997. The pre-school has sole use of a classroom and secure outdoor area within Gatten and Lake County Primary school in the town of Shanklin on the Isle of Wight. Children have dedicated toilets within the room. They use the school hall at times and a separate outdoor area is available for specific outdoor activities.

The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently 45 children on roll in the early years age range. Children in the early years age group attend the pre-school from the age of two years. The setting is open from Monday to Friday, 8am until 6pm for 50 weeks of the year. The breakfast and after school club and the holiday play scheme operate within the same hours. Children from the age of three years attend the out of school provision. The children attending these clubs use a different playroom and play outside within the school grounds. The pre-school provides funded education places for children aged two, three and four years. The whole childcare setting supports children with special educational needs and/or disabilities and children and families who are learning English is an additional language. There are 11 members of staff including the joint owner/managers who work in the setting. All staff have relevant qualifications in early years childcare and education, with additional play work training for the out of school clubs. One member of staff holds qualified teacher status.

What the setting needs to do to improve further

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

- enhance the teaching by using strategies to include children's home language in play and learning activities.

Inspection judgements

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

Staff support children's learning and development very well, because they have a good understanding of the Statutory framework for the Early Years Foundation Stage and of how young children learn. They are knowledgeable about the needs of the different age groups of children attending and are skilled at interacting with each individual child and tailoring practice to suit them. Planning of the educational programme is responsive to children's needs and ideas which means that staff are able to offer good challenge on a day-to-day, week-by-week basis. In addition, there is a good balance of adult-led and child-led activities because staff have a very secure understanding of the observation,

assessment and planning process. This has a positive impact on children's enthusiasm and motivation to learn, in addition to building on their current skills and knowledge. For example, children have fun and listen extremely well to instructions in the school hall during a well-planned physical activity. They move their bodies in different ways around the large space, after looking at and talking about animal pictures. The staff are careful to ask varied questions to encourage children to think and to talk such as ' what's special about a giraffe? Children respond quickly ' very big , very tall'. The staff then offer more challenge asking ' How can we make a long neck?....how will he walk with his long legs?' They respond with their ideas enthusiastically about how to move and then excitedly show their different body movements, promoting their physical development. The pre-school is good at covering the breadth and depth of learning across all learning areas.

The staff fully understand the needs of the two-year-olds because they provide exciting play activities for them to freely explore. For example, young children sit outdoors and investigate the tub of yellow shredded paper which hides small fluffy chicks, feathers, plastic egg shells and egg boxes. They pick them up and happily talk about what they find and play alongside the older children who accurately count their findings and talk about the eggs hatching. The staff liaise effectively with the school so children can see live chicks that have hatched out of eggs. Small wheeled toys in shaving foam and sand play outdoors entices the children to play and learn, alongside practitioners who support them well. The staff talk to children clearly about what they are doing to re-enforce language development. They promote use of every day words and use of full sentences for the younger ones. When the older children write letters of their name on the wipe board the staff are enthusiastic about their achievements. Children then proudly show the visitor their 'work' and other children are inspired to use pens and the wipe board.

There is excellent teaching of mathematics through every day routines and well-planned adult led activities to promote school readiness. Children have opportunities to problem solve and show their excellent abilities when they count to 19 during the twice-daily register routine and compare these to the number of adults. The staff encourage them to talk about less and more than a given number. The staff member then writes the sum on the wipe board of how many children and adults, using correct mathematical symbols with the total number, which highly motivates the higher achievers. Children learn to recognise numerals through an ingenious system while waiting for their turn on the computer. Children wear a numbered bracelet and carry on playing until the number is called by the member of staff. There are systems in place for children who learn English as an additional language such as using picture cards when they first settle to ensure they fully understand the routines. Children's home language is displayed in print around the preschool and some children hear their home language used by the staff who source this information using the internet. However, opportunities are missed during some adult- led activities to use their home language such as during the animal movement activity in the school hall. The staff fully respect the uniqueness of each child and tune into the needs of each and every one of them well. They ensure they feel safe, secure and happy to acquire their future skills.

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

The pre-school offers a secure, stimulating, child-friendly environment where children feel welcomed, very settled and happy. The staff make the best use of the school classroom, outdoor area and associated school facilities, to offer children rich and varied play areas. Well-chosen quality play resources are regularly rotated. For example, children's art work is displayed at child height and exciting activities are planned outdoors. This effectively supports children's all round development. A competent, caring staff team, have built good relationships with the children. The key person system is effective to ensure that children are fully supported when they first settle and to ensure each unique child makes good developmental progress. The key person liaises closely with the child's family to promote their welfare and to discuss their learning needs. The strong skills of the key staff also means that they are well informed about those children with specific medical needs. This is because the pre-school liaises effectively with the mainland nurse so staff feel confident in their caring role with regards to meeting children's specific needs.

There is good attention to health and hygiene practices in the group. Children understand the reason why they have to wipe their hands before eating. This because they excitedly tell the visitor at the lunch table it is 'to get rid of the germs'. They show they are personally independent when using the toilet and spontaneously wash their hands afterwards. All children enjoy nutritious, healthy snacks on a rotation basis such as cereal and milk, fruit and vegetable sticks, mid-morning. Children's behaviour is very good; they are keen to help and all join in at tidy up time. They receive good praise and encouragement from staff who are consistent in their high expectations of children and are good role models. Staff are observant and work effectively with parents and outside agencies when they note differences in children's desirable behaviour. Children enjoy continuous outdoor play experiences, gaining lots of fresh air and exercise. They use their large movement skills when they build and transport recycled milk crates with plastic bricks to make structures. Well-planned physical play occurs in the school hall each morning in small groups, to ensure children have plenty of space to exert their energy, promoting physical growth and development. Children are well-prepared for the next stage in their learning because of the excellent school links. The reception class and pre-school often do activities together in the community such as visiting a residential care home at Harvest festival time to sing songs and offer food.

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

The manager and staff ensure that the safeguarding and welfare requirements are implemented throughout the pre-school. The management and staff have a secure knowledge of the child protection and whistle blowing procedures because they have been successfully trained. They are fully aware of each person's responsibilities and associated documentation. Although the strong staff team have worked cohesively together for many years, management have devised robust procedures for the recruitment and vetting of any future staff that they employ. There is good attention paid by management on the supervision and appraisal of staff, which includes a new and rigorous

peer monitoring system. This ensures that good quality teaching practice takes place at the preschool and that good standards are maintained throughout the setting. The staff team are well trained and undertake in house and external training to ensure they continue in their professional development. For example, on mental health and how to support two-year-olds. Staff report that this has enhanced their practice. Policies and procedures are implemented well throughout the pre-school.

The Ofsted self-evaluation alongside other quality audits such as Early Childhood Environmental Rating Scales (ECERS) gives a clear picture of the strengths of the pre-school and areas for development. Although the setting has been running for many years it has only recently moved to its new school premises. Well-identified areas for improvement include developing a further grassed outdoor play area within the school site. The staff gained the views of the parents and the children to inform their outdoor development plan. Recent improvements such as a new electronic system to record children's learning and development has greatly benefitted staff in their observation, assessment and planning cycle. In addition, it is an effective analysing tool for the management. They can look at, support and celebrate staff performance and can thoroughly track and monitor the learning of all groups of children. Partnership with parents is strong; staff are very welcoming and friendly when parents arrive with their children and have a chat at pick-up time about their session. A flexible settling in procedure is in place for each child and family. Parents speak highly of the pre-school and staff and of the good communication systems on all care and learning matters. They talk about how they are encouraged to promote learning at home, after discussion with their key person on children's next learning steps. Parents talk about the successful amount their child has learnt since being at the setting. Initiatives such as 'Travelling Ted' also help to engage parents in children's learning. Partnerships with external agencies and other providers are very well established. This helps to promote consistency of children's care and provides good support for their learning.

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	EY466931
Local authority	Isle of Wight
Inspection number	935161
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	45
Name of provider	Janette Nye and Tracy Butcher Partnership
Date of previous inspection	not applicable
Telephone number	07718486058

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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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