

# Gateway Nursery School

Moor Lane, Dale Abbey, Ilkeston, DE7 4PP

## Inspection date

Previous inspection date

15/09/2014

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	1
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 use skilful teaching methods to engage children in a broad range of imaginative and stimulating learning opportunities. This means that children are enthusiastic learners who utilise their time at the nursery school well.
- Staff are warm, caring and sensitive to the needs of children. Staff form close relationships with children and, as a result, they feel secure in the nursery school.
- The staff develop highly effective partnerships with parents. They make good use of opportunities to involve parents in their child's learning. Children benefit from this as their emerging needs are responded to quickly and efficiently.
- Robust policies and procedures to safeguard children are fully implemented by staff. Subsequently, the welfare of the children is extremely well promoted.
- Children's well-being is exceptionally well-promoted throughout the entire nursery. As a result, children have high levels of self-esteem and independence.

### It is not yet outstanding because

- There is room to consider how craft activities are presented to children, so that they have more freedom to explore and discover art materials for themselves.

## 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 observed children as they played in the main room and outside area of the nursery school.
- The inspector spoke with staff, children and their parents throughout the inspection.
- The inspector held a meeting with the nursery-school supervisor.
- The inspector looked at a range of documentation, including staff suitability checks and the policies and procedures of the nursery school.

## Inspector

Elaine Tomlinson

## Full report

### Information about the setting

The Gateway Nursery School was registered in 2014 and is on the Early Years Register. It is situated in the Dale Abbey area of Derbyshire and is managed by a governing body. The nursery school serves the local area and is accessible to all children. It is situated in the Gateway School building and there is an enclosed area available for outdoor play. The nursery school employs four members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above, including one with Qualified Teacher Status. The nursery opens Monday to Friday during term time only. Sessions are from 9am to 12 noon and 12.30pm to 3.30pm, with lunch from 12 noon to 12.30pm. Children attend for a variety of sessions. There are currently nine children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

### What the setting needs to do to improve further

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

- consider how craft activities are presented to children, so that they have increased freedom to explore and discover art materials for themselves.

### Inspection judgements

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

The nursery school is a vibrant and welcoming environment, which captures children's attention and curiosity. Likewise, children benefit from the imaginative and interesting experiences that the staff provide. As a result, children are eager to explore and engage well in learning. Children are effectively supported to develop their own learning through a good mix of child-led and adult-initiated play. This means that children become independent learners, who develop a good range of skills in preparation for their future learning. Staff make good use of proficient teaching methods to support the children as they learn. They constantly talk with children and play alongside them. Staff intervene competently as children play, making suggestions which help to develop children's learning. Furthermore, staff ask fitting questions in order to progress and guide children's thinking. Therefore, children learn how to solve problems. In addition, staff listen attentively to the children and respond promptly to their needs. Consequently, children make good progress.

High priority is placed on the acquisition of communication and language skills in the nursery school. Staff interact positively with children modelling the good use of language and skilfully repeating new words and phrases. As a result, children hold purposeful conversations. For example, children competently discuss where they went on holiday and answer questions about what they enjoyed. Children make use of a good variety of

resources to develop their fine motor skills. For example, they build with small bricks and cut paper with scissors. Children complete number jigsaw puzzles, exploring mathematical concepts, including size and shape. In addition, staff encourage children to count throughout the day. For instance, together they count the number of children present at register time. As a result, mathematical skills are flourishing. A range of fiction and non-fiction books are displayed in a cosy corner, where children sit quietly in small groups sharing them together. They hold the books carefully and turn the pages skilfully. In addition, children listen perceptively while staff tell stories and join in with key phrases and sounds, demonstrating good communication skills. Literacy skills are also developing well as children independently write their names on pictures and make marks as they play. A good selection of resources is available to encourage the children to express themselves. For example, they enjoy role play as they pretend they are the station master or a train driver. Additionally, an extensive range of art and craft materials is available. However, there is room to consider how staff present these activities to children, so that they have increased freedom to explore and discover the media for themselves. Outside, children use spades to dig in the wood chips. They plant their own seeds and investigate how things grow. This means that children at the nursery school are beginning to develop a good understanding of the world around them.

The nursery school staff know the capabilities of the children well and have high expectations for their learning and development. They take the time to get to know the children in detail, by talking and playing with them frequently. When children first start key persons meet with parents to find out more about their child, including their likes and dislikes. Staff use this information to plan initial sessions, in order to make sure that experiences are tailored to their key children's needs. Children's ongoing learning and development is then monitored through frequent observations. Staff effectively use all the information they gather, to identify children's next steps in their learning and to inform their planning. Therefore, any emerging needs are well catered for and children are supported to make good progress. Staff have meaningful conversations with parents on a daily basis, and provide termly detailed reports of their child's progress. In addition, parents are encouraged to make valued contributions to their child's learning, such as sharing news from home. As a result, parents are well informed about their child's development and progress.

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

The nursery school offers a warm and welcoming environment. Staff are extremely friendly, caring and attentive to the needs of the children. Children form close bonds with key persons and are very happy and settled in their company. This helps them to feel secure at the nursery school. Staff make expert use of flexible settling-in periods to allow for children and parents to foster warm relationships and share meaningful information with them. Children benefit from this greatly because likes and needs have been identified through the process and, subsequently, catered for during their initial sessions. Therefore, children settle particularly well. Children are happy and content, chatting and playing cooperatively together as they develop close friendships with each other. Staff are excellent role models and show respect for the children and each other. As a result, the children use very good manners and learn to respect and tolerate each other's differences.

Behaviour management strategies are superb, and consistently applied, in order to ensure that children know right from wrong. For example, staff use positive language, such as 'kind hands', to support the children as they learn how to behave. Staff constantly praise the children's effort, which helps them to build confidence and develop self-esteem. They reward children for helping and caring about their friend's needs. This supports the well-being of children as they develop good self-esteem because they know they are appreciated. Therefore, children behave exceptionally well.

Children confidently explore the meticulously well-organised environment. They are successfully supported to make choices about what and where they want to play. This is because staff arrange the highly stimulating indoor and outdoor environments, so that children can freely help themselves to superior resources and equipment. For example, storage units are at the children's level. Accordingly, children are confident learners. Staff place the upmost priority on the safety of the children and supervise them closely, for example, as they wash their hands. Equipment is in good working order and staff constantly monitor the play areas, removing any hazards to enable a safe environment. Staff skilfully explain to the children about any dangers. They use very thoughtful child friendly prompts, such as finger puppets, to help the children understand what to do if there is a fire. In addition, children take turns at being the fire warden each day. They show they are proud to be involved and remind other children of evacuation procedures. As a result, children develop an enhanced sense of responsibility and are learning how to keep themselves safe exceedingly well. Children are also encouraged to gain an understanding of risk. For example, they are supported to ride on the mechanical train whilst staff remain close by. These superb practices help to promote the well-being of the children.

The nursery school staff make use of excellent strategies to promote all aspects of children's independence. Children go to the toilets by themselves and wash their own hands. Staff provide steps, which younger children use to reach the sinks, and staff sing rhymes, such as the hand washing song, to enhance their learning. As a consequence, children learn how to manage their own personal hygiene needs well. Children are skilfully encouraged to carry out routines, including tidying away toys and cleaning tables. In addition, snack time provides further opportunities for children to learn how to do things for themselves. Children confidently make choices, serve their own food and pour their own drinks. The nursery school provides the children with a well-balanced range of fruit and snacks. Staff use meaningful mealtime discussions to help the children understand how to make healthy food choices. They make expert use of visual prompts, such as food group posters, to develop learning. Furthermore, children are provided with effective opportunities to move and be more physical outside. Therefore, children's good health is enriched. Children benefit from the good partnerships that the nursery school staff have with local schools. Significant information is shared effectively between settings, and staff skilfully involve children in role-play games and discussions about school. Teachers are invited into the nursery school to visit their new pupils. This helps to foster this new relationship and heightens the children's emotional well-being as they move on from the nursery school.

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

**provision**

The management team have a clear understanding of their responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage. This means that children's welfare is well-promoted at the nursery school. Thorough policies and procedures are in place and staffs' good working practice helps to ensure that they are implemented effectively. The manager makes good use of comprehensive safer recruitment procedures to help to keep the children safe. All staff and governors are subject to the Disclosure and Barring Service checks prior to employment. Staff attend regular updated safeguarding training and, subsequently, have a good understanding of how to keep children safe from harm. They are clear on child protection procedures and know who to report any concerns to. This means children are safe and protected while attending the nursery school. Risk assessments of the premises, outings and resources are implemented effectively. Consequently, children's well-being is successfully sustained.

The management team demonstrates a good understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. The manager is actively involved in the implementation of planning, observation and assessment processes. For that reason, she has a comprehensive overview of the developmental needs of the children. As a result, children are well-supported to make good progress. The staff team meets regularly to share planning and discuss how best to meet children's emerging needs across all areas of their development. Therefore, children have access to a wide variety of experiences incorporating the seven areas of learning, which are tailored to their interests and developmental needs. A programme of professional development has been introduced into the nursery school. The manager makes effective use of procedures to monitor staff practice through supervision discussions and annual appraisals. In addition, regular opportunities for staff to attend training to extend their knowledge, understanding and skills are provided. Accordingly, staff are well trained and qualified to meet children's needs.

The staff team are passionate and dedicated to providing a good quality of care and education. The recent relocation of the nursery school has been planned and executed effectively, and children have continued to learn and make good progress. Ongoing, reflective practice has highlighted additional areas for improvement and detailed action plans are in place to further the development of the nursery school. This means that the setting is continually developing good practice. Staff have formed strong partnerships with parents. The arrangements for sharing information are very successful and parents are kept well informed about their child's progress. Parents speak very highly of the staff team and comment that the provision is of a high quality. Staff utilise good strategies to encourage parents to be actively involved in their child's learning. In addition, the manager takes every opportunity to develop good links with other settings. As a result, children's information is effectively shared in order to promote continuity of learning. The manager fully understands the need to work with external agencies to acquire support and interventions for children and their families, should they require it.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY476380
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	965870
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	9
<b>Name of provider</b>	Gateway Christian School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01159440609

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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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