

Gatehouse Under 4's Project

Gatehouse, Frances Street, Woolwich, London, SE18 5EF

Inspection date	15/12/2014
Previous inspection date	06/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is outstanding because staff interact with children in an inspiring and motivating way, which captures their interest.
 - Highly effective assessment and planning supports all children to make excellent progress.
 - Very strong links with external organisations effectively support children with special educational needs and/or disabilities.
 - Parent partnerships are highly impressive and contribute to the very positive outcomes for children.
 - Children enjoy fresh fruit and snacks daily, which promotes good eating habits.
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- Staff do not fully maximise opportunities to support children's literacy by providing print throughout the environment.

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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to parents and staff.
- The inspector conducted a joint observation with the manager.
- The inspector observed the interaction of children and staff.
- The inspector toured the premises.
- The inspector reviewed documentation including policies, qualifications, improvement plans and children's learning files.

Inspector

Sama Saheed

Full report

Information about the setting

Gatehouse Under 4's Project registered in 2005 and is funded by Sure Start. The project operates from two rooms on the ground floor of a building in the Woolwich area of the London Borough of Greenwich. Children have access to an enclosed outdoor play area via two steps. The project is open each weekday from 9am to 12 noon, term time only. It is registered on the Early Years Register and voluntary part of the Childcare Register. There are currently 12 children aged from two to under five years on roll, all in part-time places. The project supports children with special educational needs and/or disabilities. There are five members of staff, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- create further opportunities for children to explore literacy in all aspects of the environment.

Inspection judgements

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

Children are making impressive progress because staff make excellent observations that inform detailed assessments and plans for children's learning and development. Children with additional needs receive appropriate interventions because staff swiftly identify and put in place the external support that they need to progress. For example, staff work with speech and language therapists, delivering tailored music therapy sessions to boost children's communication and language skills.

Staff provide interesting books with props to encourage children to pay attention to stories. Staff make reading interactive, which helps children to practise words and enhance their understanding of the world. For example, as children identified pictures of parrots, staff attempted parrot sounds, which made children laugh. This quality of teaching supports children's communication, confidence and literacy skills.

Staff have extensive knowledge of the children and understand the activities and resources that help them to learn and develop. This means that all children, including those with limited mobility, have the opportunity to develop their physical skills. Staff support children to understand mathematics in simple ways. For example, staff teach children them about distance as they push beads around a bead maze. Staff also count on their fingers during song time. This means that children are gaining knowledge that will help them be ready for school. Children use literacy well within the environment for example through the morning registration system. However, they do not fully extend print

in all parts of the environment to embed children's learning.

Staff ask questions to promote children's thinking. For example, when discussing an upcoming event staff asked children what they thought they will need to prepare. Children said they needed to prepare a dance and this led to an interesting discussion, helping children to plan and structure their thoughts. Children have plenty of opportunities for expression and creative work as they make hand prints with paint and use a variety of chunky chalk pieces to draw on boards. This supports their physical development and fosters creativity.

The quality of teaching is outstanding because staff consistently inspire and support children to learn. For example, during song time staff communicate passionately, which motivates children. Staff use a variety of props which maintains children's attention. Staff share their expertise, knowledge and teaching success with other nurseries locally.

Parent partnerships are highly effective in supporting children's learning, as parents volunteer to work within the nursery. Staff talk to parent's daily, sharing information on children's progress. Parents contribute to children's learning by contributing to planning and assessments.

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

The key-person system is very strong because staff are sensitive and communicate calmly with their key children. There is also a back-up key person to provide continuity of care for children if their key person is absent. Children display positive behaviour because staff are excellent role models and show children how to respect and care for one another as they play. Children develop exceptional independence, for example as they set the table at snack time, collecting their own cups and plates. Staff provide healthy snacks, including a variety of fruit, which supports children's growth and development. When children move onto the next stage in their learning staff share information about the child with the new setting. Staff also meet with teachers from the local school. This helps children to adapt and settle well.

Children are good at managing their own hygiene because they are given plenty of opportunities to manage their self-care needs, such as washing hands before eating. The environment indoors and outside is safe and free from hazards. Staff conduct daily checks of the environment and are nearby children when they play. This minimises risk and keeps children safe. There is a sufficient number of staff trained in paediatric first aid. This means that they can quickly respond to children in the event of an accident or illness effecting children's welfare. Attendance registers and accident records are accurately recorded in line with the welfare requirements.

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

The leadership and management team have an exemplary understanding of their roles and responsibilities to protect all children. The safeguarding policies and procedures are robust and include excellent computer safety measures and guidance on how staff can share any concerns about a colleague should the need arise. Staff demonstrate that they can protect children if they have a cause for concern. This helps to keep children safe. Robust recruitment processes ensure that staff are suitable to work with children. Newly recruited staff are subject to stringent checks. For example, all staff must have a clear disclosure and barring service check before starting their employment.

The leadership and management team identify staff strengths and areas for improvement through a strong appraisal, supervision and training process. This ensures that all staff have the skills to support children and improve their learning and development outcomes. For example, staff have attended training focusing on developing children's communication and language skills.

The quality of teaching is regularly monitored and evaluated by the leadership and management team. The manager and staff often video record sessions with staff interacting with children. The staff and manager collectively discuss the strengths and areas of improvement. This means that all staff contribute to raising standards within the nursery. The leadership and management team also work in partnership with professionals and external agencies to sharpen staff practice. Regular visits from early years advisory teachers and speech and language professionals bring about outstanding outcomes for children, particularly those with special educational needs. The educational programme is well monitored because the manager regularly reviews children's files and ensures that planning is effective and that children are making progress.

The leadership and management team have a whole family approach to delivering outcomes for children and go the extra mile to support local families. Parents are signposted to training to meet their needs. Parents also sign up to volunteer with the nursery. This supports exceptional parent partnerships and encourages parents to be a part of their child's education. Parents feedback that the nursery has made a positive impact on their children's lives. They share that their children have flourished since attending the nursery, particularly in their social and communication skills.

The manager and staff work closely with an early years development worker to evaluate the provision's strengths and weaknesses and develop strategies going forward that take account of children and parents' views. As a consequence, this contributes to the outstanding provision for children.

The Childcare Register

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. 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

Unique reference number	EY308362
Local authority	Greenwich
Inspection number	834250
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	12
Name of provider	Pre-School Learning Alliance
Date of previous inspection	06/02/2009
Telephone number	020 83179970

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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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