

Gateway Grange Rowner

Highwood Road, GOSPORT, Hampshire, PO13 9TU



Inspection date

14 April 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff support children's language development very well. For example, they encourage lots of conversations based on children's interests and listen carefully to what children have to say. Children grow in confidence to express their views and thoughts and make good progress from their starting points.
- Staff are clear and consistent about how they expect children to behave. For example, they are kind and patient as children learn how to share and consider each other's needs. Children behave very well and learn good social skills.
- The manager makes good use of self-evaluation and ideas from training to bring about improvements. She actively seeks the views of staff, parents and other professionals to review their practices. There is continuous improvement in meeting children's needs.
- The manager and staff build effective partnerships with parents and share good information about children's well-being and learning. For example, staff regularly invite parents into the pre-school to share their children's learning and experiences.

It is not yet outstanding because:

- Although the manager monitors staff practice regularly, processes to do so are not sufficiently effective to raise the quality of teaching to the highest level.
- Staff do not use all opportunities to encourage children to solve problems that they encounter in their play themselves.

What the setting needs to do to improve further

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

- make even better use of the monitoring of staff practice to improve teaching to a consistently higher level
- provide further opportunities for children to solve problems that they encounter during play, to strengthen their thinking skills.

Inspection activities

- The inspector observed teaching practices and the impact these had on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The manager has high expectations for children and monitors their progress effectively. Overall, she works closely with staff to identify further improvements that benefit children. For example, staff recently improved the outdoor learning environment to strengthen children's understanding of literacy and mathematics. Staff benefit from a variety of training opportunities that help to improve the quality of teaching and update their skills. Safeguarding is effective. All staff attend safeguarding training and have a thorough understanding of how to deal with any child protection concerns.

Quality of teaching, learning and assessment is good

The staff know each child well. They observe their key children's development closely, and plan effectively to move them on in their next stage in learning. Staff provide plenty of learning experiences that engage and motivate children. For example, children enjoy hunting for insects outdoors, and staff encourage their ideas about what they might find. Staff develop children's mathematical skills very well, for example, by challenging them to count and use mathematical language as they play with sand. Staff skilfully promote children's awareness of safety. For instance, they teach children how to safely use saws and hammers during woodwork activities.

Personal development, behaviour and welfare are good

Staff create a welcoming, friendly and stimulating environment. Children form very close relationships with staff and show that they feel safe, secure and ready to learn. Children receive warm praise and encouragement throughout their play and take pride in their achievements. Overall, children develop a strong sense of independence. For example, they enjoy helping to prepare their own snack and clearing it away when they finish. Children thoroughly enjoy outside play. For instance, they are keen to join in with obstacle courses and happily explore sand and water activities.

Outcomes for children are good

All children make good progress and enjoy their learning. They confidently count, recognise shapes and compare sizes during their play. Children develop good early writing skills; for example, as they enjoy large-scale drawing outdoors. Children are very confident communicators and happily express their views and thoughts. They confidently take on roles in their play and show good imagination, such as when excitedly discussing what they can see on their pretend boat trip. Children have a secure understanding of technology and enjoy exploring the different sounds of musical instruments. Children are motivated and effectively gain the skills needed for their next stages in learning and for school.

Setting details

Unique reference number	EY458398
Local authority	Hampshire
Inspection number	932192
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	37
Number of children on roll	61
Name of provider	Trinity Gateway Community Services
Date of previous inspection	Not applicable
Telephone number	02392583791

Gateway Grange Pre-School re-registered in 2013. It is located on the site of Grange County Infant School in Gosport, Hampshire. The pre-school is open each weekday between 9am and 3pm, during term time only. The setting employs 10 staff, all of whom hold appropriate early years qualifications. The setting receives funding for the provision of free early education for children aged two, three and four years.

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