

The Gateway Nursery

The Gateway Centre, longworth Lane, Hereford, Herefordshire, HR1 4GA



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| Inspection date | 6 October 2016 |
| Previous inspection date | 2 February 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| 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

- Leaders and managers have made a number of improvements since the last inspection. Staff access a wide range of training opportunities to further enhance their knowledge and skills. This has a positive impact on the outcomes for children.
- Staff working in the pre-school room observe and make regular assessments of what children know and can do. They use this information, along with their knowledge of children's current interests, to plan for the next stage in their learning.
- Key persons are attentive and children form warm, trusting relationships with them. This helps to promote children's emotional well-being and they demonstrate high levels of confidence and self-esteem.
- Partnerships with parents are good. Staff establish strong relationships with parents from the start. They share daily information with them about children's care, well-being and achievements.
- Good settling-in procedures help to ensure that children are ready for the move from home to nursery.

It is not yet outstanding because:

- Staff working with younger children and babies do not always plan precisely enough for children's next steps in learning.
- Staff do not give parents enough encouragement and support to share information about what their children are achieving at home, in order to build on this further at nursery.
- Staff's professional development is not sufficiently focused on raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- plan even more precisely for babies and younger children's learning to make sure their identified next steps are achievable and more specific, so that they make the best possible progress
- support parents more effectively to share details about what children are learning at home and use this information to inform plans for future learning
- sharpen the focus on performance management and staff's practice to raise the standard of teaching and promote children's attainment to a higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager. She discussed the nursery's self-evaluation, looked at children's learning records, the planning documentation and a range of other documentation.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Tina Smith

Inspection findings

Effectiveness of the leadership and management is good

The management team has sought help from the local authority to help them improve the provision. They have successfully addressed the issues raised at the last inspection. The arrangements for safeguarding are effective. A good range of training has been completed to promote safeguarding within the setting. This means that staff are clear about the procedures to follow in the event of a concern about a child. All the required documentation is in place and accurately reflects details of any accidents or incidents involving children. Robust procedures for recruitment and to ensure the ongoing suitability of staff are implemented well. Regular supervision meetings for staff enable the manager to identify training and development opportunities and discuss how they can enhance the experiences offered to children.

Quality of teaching, learning and assessment is good

Well-qualified staff have high expectations about what children can achieve. They provide children with a broad and stimulating range of activities which keeps them motivated and interested. Children's individual progress is checked to identify any gaps in their learning and development. This ensures children receive any additional support they may need. Pre-school children learn key skills in literacy through daily writing and letters and sounds activities. Young children excitedly investigate textures and make marks with twigs in sand. Children's emerging language is well supported. Staff encourage them to repeat sounds and words. Children concentrate and develop their imagination as they pretend to be doctors. Babies are engaged and curious as they explore paints and splash in water.

Personal development, behaviour and welfare are good

The nursery is warm and welcoming with a wide range of resources to enable children to select activities for themselves. Children are happy and settled. They approach staff with ease. Staff are good role models and children behave well. They are encouraged to show kindness to each other and are praised for their achievements. Pre-school children contribute to the rules that are displayed in their room. Baby room staff are kind and caring. They support very young children's drive to stand and walk. Babies enjoy lots of cuddles from staff, especially when listening to stories. Staff teach children about the importance of a healthy lifestyle and good hygiene. For example, they explain why it is important to wash hands before meals. Children enjoy healthy snacks and well-balanced meals, which are prepared by the onsite cook. Children's personal, social and emotional development are supported well and they demonstrate that they feel safe and secure.

Outcomes for children are good

All children are working comfortably within the typical range of development for their age. They enjoy trying new experiences, investigating and exploring. Children learn about quantity and texture as they fill and empty different sized containers with sand. They have regular opportunities to compare, sort and match. Children are beginning to recognise their name, enjoy giving meaning to the marks they make and confidently count during their play. They gain a range of key skills to prepare them for the next stage of their education.

Setting details

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| Unique reference number | EY487150 |
| Local authority | Herefordshire |
| Inspection number | 1039480 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 0 - 11 |
| Total number of places | 115 |
| Number of children on roll | 145 |
| Name of registered person | Gateway (Education And Childcare) Trust Limited |
| Registered person unique reference number | RP534424 |
| Date of previous inspection | 2 February 2016 |
| Telephone number | 01432 851024 |

The Gateway Nursery was registered in 2015. The nursery employs 29 members of staff. Of these, 17 hold appropriate early years qualifications to at least level 3 or above and two members of staff have qualified teacher status. The nursery opens from Monday to Friday, 7.30am until 6pm, 51 weeks of the year, excluding bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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