

Inspection date	20 June 2017
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

- Children make good progress, including children whose starting points are typically lower than expected when they first start at the pre-school. Staff accurately observe and assess children's progress. They seek support from other agencies where there are gaps in children's learning and development to help them catch up.
- The manager works effectively with staff, parents and the local authority to protect children's welfare and keep them safe.
- The manager has a sound knowledge and understanding of her role and responsibilities. She confidently coaches, supports and trains staff to continually evaluate and improve their good teaching practice.
- Staff support children's emotional needs effectively, for example, by providing positive role models for children. Children are happy, settled, well behaved and develop good social skills. They form secure emotional attachments with staff and other children, and move smoothly into school.
- Staff work well in partnership with parents to involve them in children's learning and development. Parents enjoy taking part in stay-and-play activities.

It is not yet outstanding because:

- Staff sometimes miss opportunities to develop children's emerging pre-reading skills.
- Staff do not use a variety of ways to build children's skills in using technology.

What the setting needs to do to improve further

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

- build on opportunities to help children's good emerging pre-reading skills
- enhance teaching that helps develop and challenge children's skills in using technology.

Inspection activities

- The inspector observed indoor and outdoor activities.
- The inspector completed a joint observation with the pre-school manager.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation.
- The inspector took account of parents' views spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know to whom to report any concerns about children. The well-qualified staff team works effectively together to meet children's individual needs. For example, they use knowledge shared by the manager to help children settle and feel secure. The manager is well supported within her role. She works closely with the nominated person to quality assure other settings registered under the same organisation. The manager clearly explains how this supports her to evaluate and run the pre-school effectively. The manager closely monitors children's learning and development. She uses pupil premium funding effectively to help children reach typical levels of development. For example, she obtains resources that significantly promote their confidence to 'have a go' and their physical abilities.

Quality of teaching, learning and assessment is good

The quality of teaching practice is good. Support for children who have special educational needs and/or disabilities is effective. Staff respond to what children say and do to extend their learning and provide challenge, overall. Staff plan a good range of activities that motivates children to learn effectively. For example, children learn about capacity while filling and emptying containers with water. Staff help children to use the tubes and funnels to make the water travel into the containers. Staff teach children about growth and decay. For instance, they help children to make a bug hotel using twigs. They encourage them to investigate and talk about what they find. Children develop and use a wide range of vocabulary, including children learning English as an additional language.

Personal development, behaviour and welfare are good

Staff promote children's good health effectively. For instance, they encourage children to talk about what they see on healthy eating posters displayed in the pre-school. Children choose to spend time playing outdoors and often play energetically. For example, while jumping off large tyres and playing games, such as 'What's the time Mr Wolf?' Staff motivate children to try things for themselves and support their independence and good self-confidence. For example, children cut up fruit, pour drinks and learn to wash and dry their cups and plates at snack time. Staff teach children to assess risks and find solutions to keep themselves safe. For instance, when they jump between tree stumps secured into the ground.

Outcomes for children are good

Children develop the skills they need for starting school. They listen attentively during group discussions and confidently answer questions, for example, about the purpose of a tractor on the nearby school field. Children are well behaved. They work together cooperatively with their friends, for example, while making constructions using a train set. Children show interest in books and often choose to look at them independently.

Setting details

Unique reference number	EY486623
Local authority	Hampshire
Inspection number	1003554
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	42
Number of children on roll	84
Name of registered person	Trinity Gateway Community Services
Registered person unique reference number	RP532311
Date of previous inspection	Not applicable
Telephone number	02392 580 800

Gateways Leesland registered in 2015. It is located in Gosport, Hampshire. The pre-school operates on Monday to Friday from 8.30am to 3.30pm, during school term time. 13 members of staff, including the manager, work with the children. Of whom, 12 hold relevant childcare qualifications at level 2, 3 and above. The pre-school receives funding to provide free early education to children aged two, three and four years and pupil premium funding.

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