

# Inspection of The Gateway Nursery

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

---

Inspection date: 2 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in this friendly and welcoming nursery. Throughout the COVID-19 (coronavirus) pandemic, parents have not been allowed into the building. However, familiar staff greet children at the door and take this opportunity to engage with parents and carers. Children enter the nursery with smiles on their faces and confidently separate from their parents. They are happy to attend and enjoy playing with their friends. Children are enthusiastic and eager to join in with the good range of play opportunities available. Staff have high expectations of all children and adjust their teaching to meet the needs of individual children. Children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language receive a high level of support from staff.

Staff are kind and caring, and children have developed secure bonds with them. For example, when visitors enter the room, younger children become shy and seek out staff for cuddles and comfort. Staff immediately respond to them and offer the necessary reassurance. This promotes children's emotional well-being. Children behave well. They happily share toys, taking turns and including others in their play. Children use good manners, remembering to say 'please' and 'thank you' without prompts. Pre-school children confidently greet visitors to their room, saying 'hello' and introducing themselves.

## **What does the early years setting do well and what does it need to do better?**

- Staff support children's communication and language skills well. They engage children in meaningful conversations and discussions. Staff adjust their communication style according to the child's individual needs. For example, staff use simple and clear sentences and use pictures to aid communication. This helps children with SEND and those who speak English as an additional language to make good progress in readiness for their move to school. All children make good progress in their learning.
- The quality of teaching in the pre-school room is particularly strong. Staff lead children exceptionally well. For example, during a group activity, children are encouraged to take part in a quiz about animals. Staff give clues about an animal and children are encouraged to discuss these clues with their friends and decide which animal they are describing. Children show that they remember what they have been taught over the past few weeks as they confidently describe the characteristics of the different animals.
- Staff know children well. They use their knowledge to plan activities that follow their current interests. Children engage well with activities. Babies enjoy exploring different textures during play, such as jelly and water. They enjoy having familiar stories read to them. Toddlers build with blocks and show pride

in their achievements as they build their towers higher and higher. Staff plan activities to promote children's next steps in learning. However, staff do not always provide children with detailed enough explanations about the purpose of the activity or the challenges they set.

- Children have regular opportunities to develop their physical skills. For example, staff create a pretend racetrack in the garden using chalks and children excitedly race on tricycles around the track, negotiating corners and other obstacles in their way. Pre-school children develop their independence. They serve themselves their snack and learn to pour their own drinks.
- Staff focus on promoting children's personal, social and emotional development. They plan activities where children can talk about their feelings. They discuss how their words and actions could make others feel sad and upset. Staff encourage children to share positive and thoughtful comments about their friends.
- Leaders and managers continually reflect on the quality of the provision. They use self-evaluation well to identify areas for improvement. Staff are well supported. There is a targeted plan for training and development to help staff continually improve their skills.
- Parents speak highly of the nursery and the staff. They say the staff are 'wonderful'. Parents express how they have been given regular and detailed information about their child's progress. They value the progress their children have made since attending the nursery. Staff gain required information about each child from parents. However, routines for gaining information about what children already know and can do on entry are not fully established to enable staff to support children from the very beginning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team and staff have a good understanding of how to keep children safe. They are confident with the procedure to follow to share concerns about children's welfare. Managers and staff are aware of wider safeguarding concerns, such as the 'Prevent' duty. They have considered the safe use of mobile phones within the setting. All staff receive regular training so that they can keep their safeguarding knowledge up to date. Staff supervise children well and maintain a safe environment for them. They know how to work with other professionals to help keep children in their care safe. Managers understand the importance of maintaining appropriate records to help promote children's welfare.

## **What does the setting need to do to improve?**

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

- improve communication with children during planned activities so that they are

- aware of the challenges being set and why
- enhance the arrangements for information sharing with parents when children first start in order to inform planning from the start.

## Setting details

<b>Unique reference number</b>	EY487150
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10201180
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	115
<b>Number of children on roll</b>	121
<b>Name of registered person</b>	Gateway (Education And Childcare) Trust Limited
<b>Registered person unique reference number</b>	RP534424
<b>Telephone number</b>	01432 851024
<b>Date of previous inspection</b>	6 October 2016

## Information about this early years setting

The Gateway Nursery was registered in 2015. The nursery employs 27 members of staff. Of these, 19 hold appropriate early years qualifications to at least level 3 or above; two members of staff have qualified teacher status and one has newly qualified teacher status. The nursery opens from Monday to Friday, from 7.30am until 6pm, for 51 weeks of the year, excluding bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Tompkin

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and the manager completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She also spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector met with managers and leaders. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021