

# Inspection of The Gatehouse Nursery

Gatehouse Centre, Hareclive Road, Hartcliffe, Bristol BS13 9JN

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Inspection date:

19 October 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

The curriculum provides most children with experiences that reflect their interests and build on what they already know and can do. Children show curiosity as they explore the collection of autumn objects. They are keen to share what they have learned, discussing the pumpkins and conkers, for example. Children use tools purposefully, such as when they pick up leaves. They challenge themselves and persevere, using tweezers to turn the pages of the book, for example.

Young children are keen to share their news with the inspector. They animatedly talk about their new baby, how their 'daddy is working' and how 'mummy is buying sweets'. They listen and respond well to questions and excitedly explain that the sweets are for 'trick or treat'. Younger children choose which song to sing and participate enthusiastically. They laugh and jump as they sing 'three cheeky monkeys', with staff introducing early mathematic skills.

Most children have a positive attitude to learning and behave well. Older children listen well to instructions and stop playing the instruments when asked. However, some children do not benefit from consistent strategies to help them manage their behaviour and engage fully in their learning. Young children relish the praise and encouragement from staff as they try to balance and jump from low-level steps. They are encouraged to reflect when they fall and assess if they need additional support to complete the activity.

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

- Staff plan a range of experiences across all areas of children's learning. They assess most children's progress accurately and help them to achieve well overall. However, the learning for children with special educational needs and/or disabilities (SEND) and those in need of additional support, is not as consistent. The special educational needs coordinator (SENCo) does not ensure that individual plans are promptly developed, understood and implemented by all staff, or that they are regularly reviewed. This means that some children do not receive consistent support strategies to help them progress. However, the SENCo has recently engaged with outside agencies to help support her in this process.
- Staff use their training well to support children, especially those who speak English as an additional language, to gain good communication and language skills. For example, staff use visual timelines to indicate to younger children what is happening next. Babies benefit greatly from the constant commentary and introduction of new vocabulary as they dig and scoop in the sand. On occasion, when reading stories, staff do not always leave older children time to answer their questions before moving on.

- The new manager and knowledgeable room leaders work together to evaluate and monitor the organisation of the rooms and the effectiveness of the curriculum to help meet children's needs. For example, they have recently added a cosy area to the pre-school and toddler rooms to provide a calmer space for children to sit and reflect. However, not all staff are sure how to use this area when children demonstrate heightened emotion.
- Some staff use appropriate strategies to manage behaviour and re-engage children in their learning. However, staff have not received support and guidance to help them manage more challenging behaviour, such as how to handle children safely. The provider has not ensured that behaviour and/or support plans are known, understood and implemented consistently.
- Older children enjoy playing in the meadow. They climb confidently and know when to ask for help. They show curiosity in living things and carefully collect minibeads. Staff talk to children about their discoveries and remind them of the importance of putting them back where they found them.
- Most children learn good practices that keep them safe and healthy. Older children independently choose a tissue to wipe their noses. Young children follow instructions well, learning to put uneaten food in the bin, for example. Staff build children's self-confidence and embed routines well. For example, they use familiar songs to support children as they wash their hands and encourage them to help tidy up.
- Overall, the key-person system works well. Young children separate confidently from parents and/or carers and enter the nursery happily. Staff work closely with parents to ensure that healthcare plans meet children's needs. Staff make good use of family photographs to help children feel valued and safe. There are effective settling-in arrangements that meet children's needs, and children are well supported as they move between rooms. 'Brown bear adventures', which goes out to families twice a week, further supports the link and engagement with parents to share home life.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of the possible signs that a child is at risk of harm. The new designated safeguarding lead (DSL) understands the procedure to follow should a concern be reported and liaises well with other agencies to ensure children are safeguarded. The DSL has attended recent training and has developed her understanding of what needs to be reported to the local authority designated officer should a concern arise regarding a member of staff. Staff implement policies efficiently. For example, children are collected by known and authorised adults. The premises are safe and secure, which parents greatly appreciate. There are robust recruitment and induction arrangements in place to ensure that staff are suitable for their role.

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

**To meet the requirements of the early years foundation stage and  
Childcare Register the provider must:**

	<b>Due date</b>
ensure that staff receive appropriate training to help them manage more-challenging behaviour consistently and to know how to handle children safely	09/11/2022
ensure that effective arrangements are in place to support children with SEND. This includes ensuring there is a clear approach to identifying and responding promptly to children with SEND and those who need additional help and to regularly review and evaluate the support on offer.	09/11/2022

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

- provide children with time to answer questions when sharing stories together.

## Setting details

<b>Unique reference number</b>	106962
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10216897
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Hartcliffe & Withywood Ventures
<b>Registered person unique reference number</b>	RP903509
<b>Telephone number</b>	0117 9781708
<b>Date of previous inspection</b>	17 February 2017

## Information about this early years setting

The Gatehouse Nursery opened in 2002. It operates from the Gatehouse Centre in Hartcliffe, Bristol. The nursery opens Monday to Friday, from 8am to 5pm, all year round. The nursery is in receipt of funding for free early years education for children aged two, three and four years. The nursery employs 16 members of staff, of whom 14 hold appropriate early years qualifications at level 3 or above.

## Information about this inspection

### Inspectors

Rachael Williams  
Marie Swindells

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager completed a learning walk with one inspector to discuss the intent of the curriculum and what they want children to learn.
- A joint observation was completed in the pre-school room.
- The inspectors held discussions with parents and took into account the views of children.
- Discussions were held with the management team, the DSL, SENCo and staff at convenient times during the inspection.
- A range of documents were observed.

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.

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