

Inspection of Gateway Brockhurst

Brockhurst Baptist Church, Netherton Road, GOSPORT, Hampshire PO12 4PH

Inspection date: 13 March 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

The manager and her staff work well together. A shared vision for ensuring children benefit from good-quality teaching and learning opportunities, together with a robust understanding of the benefits of the planned curriculum, support children's development well. Staff provide plenty of opportunities for children to develop their physical skills. Children benefit from active play and gain good coordination skills. This helps to support them to be active and enthusiastic learners. Staff have high expectations for children. They use good opportunities to model new words to broaden children's vocabulary skills. Staff place a strong focus on building older children's language skills well, overall. For instance, as children excitedly talk about seeing dinosaurs at a museum, staff teach them the names of the dinosaurs they have seen. Staff sound out the word 'pterodactyl' clearly for children to hear, and children repeat this new word back confidently.

Staff build strong bonds with children and their families. These trusting relationships enable staff to offer children tailored care. This supports younger and less confident children to settle happily into the pre-school. Children behave well. They develop strong friendships and learn how to play cooperatively with their peers. Staff are kind and caring. They recognise when children need additional help and offer this sensitively to support children to develop the emotional resilience they need for future learning. Children are very happy, safe and secure and ready to learn.

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

- Staff's warm and supportive relationships with children are a strength of the pre-school. Younger and less confident children benefit from the strong bonds they build with staff to help them settle into new routines within the pre-school quickly. Staff focus on helping children to be independent, so children can manage some age-appropriate activities for themselves. For instance, older children learn how to put on their coats and fasten zips as they get ready to play outdoors. Younger children take responsibility for serving themselves foods and tidy away their plates after they have eaten their snacks. This helps all children, including those in receipt of additional funding, to gain skills to be ready for moving on in their learning.
- Partnerships with parents are well established and support children's learning at home successfully. Parents speak very positively about the pre-school. They value the strong, trusting bonds children develop with staff to support children's care and emotional well-being. However, sometimes, staff do not use these good parent partnerships to gain precise information about what children know and can do, when they first start, to help maximise opportunities to plan for children's learning from the outset.

- Staff develop children's physical skills well. For instance, older children practise riding bicycles, and younger children confidently climb steps up to the slide as staff encourage and praise them. This contributes to children gaining confidence in their growing coordination skills. Staff encourage children to attempt new tasks and to persevere in their physical activities. For instance, they help children to balance on wooden stepping stones as they match familiar numbers and step onto these. Children enjoy activities to broaden their understanding of the natural world. For instance, staff provide hands-on experiences for children to learn how to plant, tend, harvest, cook and eat a variety of vegetables they grow.
- Staff create a warm, welcoming and homely atmosphere. They are kind and caring. They value children's choices and opinions, which fosters mutual tolerance and respect. Staff have developed their knowledge of how to support children to recognise their own feelings, and those of their friends, to help foster positive relationships between children. As children play together, staff support them to take turns and share. Children behave well. They listen carefully to staff and respond positively to the instructions they give.
- Staff keep a close check on children's progress and tailor learning to children's needs well, overall. Opportunities to focus on children's communication skills are a continuing thread throughout all learning. Staff model language well. Older children speak confidently and are keen to share their ideas. However, some activities which are used to provide additional support for younger and less confident communicators are not fully embedded in practice. For instance, recently introduced language groups are not yet effective in enabling children to concentrate fully, to further their speaking and listening skills.
- The manager leads her team well. Staff say they feel well supported and valued in their roles. The manager encourages and supports staff to complete qualifications as part of their professional development. She provides effective supervision and coaching to help staff build on their knowledge and skills. For instance, training on behaviour management has enabled staff to target support for children's personal, social and emotional development well.

Safeguarding

The arrangements for safeguarding are effective.

Staff benefit from regular training to keep their knowledge of child protection procedures up to date. They know how to identify and report concerns about children's welfare, including signs and indicators that a child might be at risk of harm. Staff know how to report these concerns, following the pre-school procedures. The management team implements robust recruitment checks for all new staff. It ensures the suitability of all staff who work with children, including on an ongoing basis.

What does the setting need to do to improve?

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

- gather more detailed information from parents about their children's starting points on entry, to further inform the initial assessment and planning of learning from the outset
- review how group activities are planned and organised to help children develop their speaking and listening skills more consistently.

Setting details

Unique reference number	EY458402
Local authority	Hampshire
Inspection number	10075372
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	38
Name of registered person	Trinity Gateway Community Services
Registered person unique reference number	RP532311
Telephone number	02392602609
Date of previous inspection	28 April 2016

Information about this early years setting

Gateway Brockhurst is a pre-school that originally registered in 1987 and re-registered in 2013. It is located in Brockhurst, Gosport. The pre-school is open each weekday, from 8.30am to 3.30pm, and the after-school club until 6pm, during school terms. There are nine staff, all of whom hold appropriate early years qualifications. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector completed a learning walk with the manager to gain an understanding of the curriculum and organisation of the environment.
- The manager and inspector completed a joint observation of an activity and analysed its success.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection.
- A selection of paperwork was scrutinised, including accident records and staff suitability checks.

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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