Gateway
Pre-Schools

GATEWAY FORTON

OFSTED INSPECTION REPORT

Ofsted GRADED GOOD

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Gateway Forton

The Salvation Army, The Crossways, GOSPORT, Hampshire, PO12 4RH

Inspection date	17/07/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	**This inspection:**	2
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- There are high levels of organisation across the management team and this competently and effectively supports staff in understanding and meeting regulations.
- A well-established programme of performance management and professional development improves staff daily practice and promotes children's learning.
- Key person staff build strong relationships with children and their families and this supports children's settling, increases their trust and benefits their emotional development.
- Staff provide a wide range of opportunities for children to make choices and decisions during their play and daily routines. This rapidly increases children's practical skills and helps them to gain independence.

It is not yet outstanding because

- There is less planning in place to fully promote some aspects of children's early mathematical learning and at times some staff miss opportunities during play and routines to increase children's understanding of these.
- Children have fewer resources available to reflect the wide differences in society and enhance their growing awareness of their community.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector arrived and showed identification documents.
- The inspector viewed the premises and spoke with children, staff and parents.
- The inspector observed activities indoors and outside, and also viewed a range of documentation.
- The inspector provided feedback and shared the inspection judgments.

Inspector
Christine Clint

Full Report

Information about the setting

Gateway Forton Pre-school registered in 2006 and re-registered in 2013 as a company limited by guarantee. It is one of six provisions managed under the group, all within the Hampshire area. It operates from The Salvation Army Hall, which is located in the Forton area of Gosport, Hampshire. Children have access to a large hall and two toileting areas; there is also an enclosed play area available for outside play. The pre-school is registered on the Early Years Register. It operates Monday, Tuesday, Wednesday and Friday from 9am to 11.30am with an optional hour lunch club and afternoon session from 12.30pm to 3pm. Thursday morning sessions are from 9am to 11.30am. The pre-school operates in term times only. It provides funded early education places for children aged two, three and four years old. There are seven staff, including the manager, working with the children. All staff hold relevant qualifications in early years childcare and education.

What the setting needs to do to improve further

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

- widen the planning for activities to enhance children's early mathematical learning, for example with regard to counting and using number during play and daily routines

- increase the resources for continuous play to reflect positive images of the wider differences in society.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The manager and staff show competent levels of understanding children's learning. They effectively plan activities in advance and use children's individual interests to develop ideas for play. For example, they have recently included role play as doctors and encouraged children to learn about first aid. Children also showed high levels of interest in insects and bugs and staff used this to encourage them to investigate during outdoor activities. This increased children's understanding of nature and different life cycles.

Many activities are child-led and these are developed because of the resources that staff plan in advance. For example, children use the role-play shop and the tills, pretending to exchange money. They show a strong ability to communicate and understand how to address each other appropriately, asking politely if they can help customers. Children have

very high levels of independent skills. They prepare to paint and show how accomplished they are when pouring the paint into trays. They notice and talk about colours, naming these when the colours are mixed. Children are eager to practise emergent writing and they understand that they need to add their names to their paintings. Staff recognise and respond to children's interests and they clearly show how to add challenge for children. For example, when children want to practise their skills of using hammers, staff improvise by using golf tees with an orange. Children delight in successfully aiming and piercing the orange. In this way children develop competent fine motor skills and practical techniques.

Staff provide short story times and often engage with small groups of children for singing and number rhymes. This increases the concentration levels of younger children and quietens over-active play at times, especially in hot weather. Staff provide opportunities for water play, with different resources for enabling water to flow. They keenly notice when younger children adapt these resources to follow their own ideas, for example, using a bucket to catch the water as it flows down the guttering. Staff know that younger children often follow their own thoughts and ideas without communicating and this equally confirms their understanding. However, staff sometimes miss opportunities in planning and incorporating spontaneous counting or use of numbers during play and daily routines, which reduces children's opportunities for learning.

All employed staff have key person responsibilities and they provide clearly written assessments for all children's learning records. In this way key staff provide reports for parents of two-year-old children attending and show how they are developing early learning skills. The manager and staff ensure that parents have every opportunity to share information prior to children attending. This information enables staff to provide support and guidance for any families and meet children's individual needs. For example, staff have learned sign language and used this to increase children's communication skills. Parents readily explain how this has helped their children to communicate effectively and has raised children's confidence levels. Staff gain early information from all parents about children's starting points in learning when they first attend. They use this to plan and provide activities to encourage children's progress. Parents see the records of learning and share information with key person staff regularly. They can contribute by noting any clear achievements of progress from home and staff use these 'wow' moments to show children's ongoing development. The setting has developed links with schools in the area and staff prepare children for moving on to school. They encourage children to talk about these planned changes and to follow the daily rules in preparation. Staff share information about children's progress and overall development with parents and school reception staff. This enables schools to meet children's individual needs.

The contribution of the early years provision to the well-being of children

The key person staff build strong relationships with children and their families because they include home visits prior to children attending. Staff leave a camera with the family and encourage them to take photographs for children to bring when they attend. This fully supports children's settling, increases their trust and benefits their emotional development.

There are high ratios of staff to children throughout daily sessions. This supports children of all ages and increases their encouragement to build relationships with each other. Children have effectively developed friendships and they spend longer periods playing closely with one other child at times.

Staff swiftly recognise over-excitement and negative behaviour and they act to divert attention and explain to older children. Staff are very capable in organising a focus activity to engage and distract children, for example using the bubbles to slow children down and encourage turn taking with the bubble liquid. Children show very capable skills of physical development. They manage well at snack time and pour their own drinks. They learn to wash their plates and cups when they have finished. They show they understand how to use utensils when they pretend to cut the play dough cake, holding the dough with a fork while practising slicing it. Children are clearly learning independent and very capable skills.

Children are very active and they learn from staff how to recognise changes in their bodies. For example, they are encouraged to feel their heart beating faster when they have been running. They learn about the different seasons and notice the changes in the weather. Children recognise and talk about appropriate clothes to keep warm or stay cool. They know they need sun hats and sun cream to prevent being sunburnt. Staff remind children to drink frequently in hot weather and they can help themselves to water at any time to prevent de-hydration. Staff explain the importance of children learning to recognise when they need rest and especially to slow down when they are tired.

Older children are encouraged to take part in assessing risks and hazards. They carry clipboards and help to check the outdoor area in the morning to ensure there are no dangers to outside play. Staff remind children about the dangers of running indoors and bumping furniture or hurting each other. Children have opportunities to practise crossing roads at times with staff and this increases their awareness of road safety. They have visits from the fire department and from the police. These events increase children's awareness of wider dangers in the community.

Children have a good range of resources, which are well-organised within various areas of the room. Staff show a thoughtful approach to recognising children's interests and find resources to offer more challenge for older children. However, children have fewer resources available to positively reflect the differences in society and to fully develop their growing awareness of their diverse community. Staff clearly prepare children for future learning and reflect this through sharing information and planning for children to move on to school.

The effectiveness of the leadership and management of the early years provision

The management team has a very clear and focused attitude towards their responsibility for promoting children's learning and development. There is a high level of organisation and strong leadership across the provision and this competently and effectively supports staff in meeting children's individual needs. The manager has overall responsibility for

reviewing children's learning records regularly. This process enables her to provide an overview of the provision and helps to recognise any gaps in children's achievement levels.

There are full written policies and procedures for all areas of the provision and this enables staff and parents to understand the regulations. These include precise safeguarding procedures and all staff follow these through the clear induction processes. The manager is the named designated person responsible for child protection and all staff are very aware of recognising any signs and symptoms of concern. They clearly know their responsibility and attend training to reinforce this. There are robust and well-documented tracking records in place for all staff working in the setting and the manager includes regular staff appraisals to maintain and record staff suitability. A well-established programme of performance management and professional development improves staff daily practice and benefits children's learning. This includes regular supervision sessions for all staff to enable them to share any information and provide support for the key children in their care.

The manager has used information from parents and staff to complete a written self-evaluation and this shows the ongoing focus for driving improvements for children and families attending. There is a clear willingness to work with other providers who share children's care and especially with any agencies to support individual learning. The manager and staff include a variety of opportunities for parents and families to join children in their play and learning. Regular coffee mornings encourage parents' participation and promote the importance of children's progress.

What inspection judgements mean

Registered early years provision		
Grade	**Judgement**	**Description**
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY458397
Local authority	Hampshire
Inspection number	901957
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	47
Name of provider	Trinity Gateway Community Services
Date of previous inspection	not applicable
Telephone number	02392502005

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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