

Inspection of Gateway Elson

St. Columbas United Reform Church, Elson Road, GOSPORT, Hampshire PO12 4BN

Inspection date: 12 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are safe, happy, and enjoy their time at nursery. Staff are warm, caring and nurturing. Children form close attachments to staff and feel confident to play and explore the environment. They play cooperatively with their friends. For example, they style the hair of staff and other children as they play hairdressers. Children are well behaved; they know the nursery routine and the simple rules that are in place. As a result, children play well together.

Children benefit from a fun and inclusive curriculum. They enjoy the activities on offer and there is a strong focus on outdoor play. Children build and balance with tyres and wooden planks. They have many opportunities to test out ideas, which helps to develop their self-esteem. Children run freely and chase friends outside in the garden as they learn to negotiate space safely. Children enjoy sensory activities that support their play and exploration. For instance, they have fun investigating different materials, such as mud and vegetables. They talk about the cakes that they have made. Staff skilfully ask questions to encourage children's thinking skills and extend their vocabulary as they discuss different recipes. This helps children learn new words such as 'scrape' and 'ingredients.'

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

- The manager is passionate about providing high-quality care and education. She shares her vision with her staff and this is evident within their practice. Staff feel well supported and describe the team as being very 'close knit'.
- Children learn how to keep themselves safe. For example, children explore the outside space, where they take risks as they climb and build. Children independently collect their sun hats and regularly drink water to keep themselves hydrated as they play. They develop excellent independence in self-care that prepares them well for their next stage of development.
- Children make good progress. Staff use planned activities and supportive interactions to promote speaking and listening skills. Children readily engage in finding out who is here today. They sing the 'silly soup' song and shout out the missing words. However, at times, the environment is too noisy. As a result, some children lose focus.
- Children's independence is encouraged well. They have choices during snack times and serve their own snacks and pour drinks. They are aware of good hygiene practices and talk about the importance of cleaning teeth. However, staff have not fully extended opportunities for children to learn about healthy practices relating to food and oral health. Children are confident to approach staff for help if needed. Staff offer praise for their accomplishments, and this helps raise children's self-esteem.
- Staff use and model language well. They create opportunities for children to use

new language throughout activities. For example, they use 'roll over stories' which are familiar to children and link these to goals staff want children to learn. Staff have extensive knowledge of Makaton signing, which they show throughout the day. This helps to promote inclusive care and enriches the experiences for all the children.

- Children are beginning to learn skills in preparation for school. When they come into the nursery, they find their picture and place it with their key-person's photo. Staff support younger children to find their pictures too. They take part in morning 'mat time' where they sing good morning and listen to a story. However, some younger children continue to play, as a result, this interrupts children's learning and limits their experiences.
- Partnership with parents is good. Parents' comments are very positive. Some report that staff have worked hard to support them and their child. Staff and parents regularly share information in a variety of ways. Parents comment how this helps them to support their child's learning and development and involve the right professionals to support their needs.
- Staff have regular supervision, opportunities for staff meetings and support from leaders and managers, which enables them to make improvements. For example, they use consistent methods of discussion and observations to ensure the curriculum is ambitious and reflects children's learning needs and interests. They use additional funding, such as the early years pupil premium, effectively.
- Children with special educational needs and/or disabilities (SEND) make good progress in relation to their starting points. Partnerships with parents and other professionals support children to reach their full potential. Extra support, such as the nurture group, have a positive impact on children's language skills and emotional resilience.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team have a firm understanding of their responsibilities. They know the procedures they must follow if they have concerns for the welfare of a child. They also recognise the correct route to follow should an allegation be made against another member of staff or the manager. The premises are safe and secure. No person can gain access to the setting without the permission of the manager or a member of staff. This helps to ensure children's safety. The majority of staff have completed paediatric first-aid training. This helps to equip them to respond effectively should a child hurt themselves or become unwell.

What does the setting need to do to improve?

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

- strengthen support for children to learn about healthy eating and good oral

health

- improve the organisation of adult-led activities to ensure staff support the needs of all children and avoid unnecessary interruptions.

Setting details

Unique reference number	EY458400
Local authority	Hampshire
Inspection number	10075371
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	36
Name of registered person	Trinity Gateway Community Services
Registered person unique reference number	RP532311
Telephone number	02392521535
Date of previous inspection	21 March 2016

Information about this early years setting

Gateway St Columbas pre-school registered in 2013. It is located in the Elson area of Gosport, Hampshire. The pre-school is open each weekday between 8.30am and 3.30pm, during term time only. The setting employs eight staff, all of whom hold appropriate early years qualifications. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- A learning walk took place with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and the inspector carried out a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, and first-aid certificates.
- The inspector observed interactions between the staff and children during activities and assessed the impact of teaching on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Discussions were held with parents, the provider, the manager, and children at appropriate times throughout the inspection.

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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