

Inspection of Gateway Grange Rowner

Highwood Road, GOSPORT, Hampshire PO13 9TU

Inspection date: 6 June 2025

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 appear to feel happy and safe at this welcoming pre-school. Staff greet children with smiles and nurturing cuddles as they arrive. They build strong relationships as they talk to one another about their older siblings and going to school. Older children self-register as they find their picture and place it on their peg. They gladly get involved with different activities available to them. For example, they attentively listen to stories in small groups. Older children learn to share and take turns with different colours as they paint. Children appear settled and confident as they joyfully play alongside their friends.

Staff implement an interesting curriculum that focuses on getting children ready for school. For example, they develop activities that increase children's hand strength to prepare them for early writing. Children use chalks on the playground. They create different patterns and large shapes with excitement. Staff encourage them to draw different letters and numbers, such as the first letter of their name. Furthermore, children show joy and imagination as they draw a picture of a pizza and decorate it with their favourite toppings. Children are creative and thoughtful in their play and learning.

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

- Leaders create an ambitious curriculum that is adapted to suit children's different needs. They use their in-depth understanding of the local community to specifically focus on providing all children with a wealth of experiences that broaden their knowledge. For example, staff plan for children to learn about growth, nature and change. Children enjoy digging in mud and watching different fruits and vegetables grow in the pre-school garden. Furthermore, children develop an interest in the concept of life cycles. They look closely at an insect they have collected in a small jar. Children are immersed and engaged in their learning.
- Staff know their key children well. They have a good understanding of children's needs and how to support them individually. Staff assess children's development regularly. They work closely with other professionals to implement collaborative plans for children with special educational needs and/or disabilities (SEND). Leaders are passionate about supporting all groups of children to access the full entitlement to their education. They work with parents to increase children's learning at home. Children are supported to achieve the best outcomes.
- Young children enjoy the experience of group story time. They sit together and listen intently as staff read books to them. Staff are enthusiastic and allow children time to think and answer questions about the different parts of the narrative. Furthermore, leaders create an outdoor library for parents to access with their children before pre-school. This supports children to develop a love of

reading.

- Staff support children to treat each other with respect. For example, children learn how to take turns and resolve disagreements independently. Staff encourage them to use sand timers so they begin to understand how to share appropriately by themselves. However, at times, staff do not remind children of some of the behaviour expectations, such as walking inside. This means children are not fully supported to learn the rules and why they are in place.
- Children learn about good health. For instance, they have an excellent understanding of the importance of washing their hands before eating. Furthermore, staff regularly implement teaching that increases children's knowledge of oral health. This means that children receive information that supports their understanding of healthy lifestyles.
- Staff speak highly of the professional development opportunities available. For example, staff discuss the training they have received to increase their understanding of supporting children with SEND. Staff explain how they are well supported by senior leaders, including support for their well-being. Leaders provide staff with regular supervision to identify any further training needs. This means that teaching standards are continually raised for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen how behaviour expectations are implemented so that children are fully supported to learn the rules and why they are in place.

Setting details

Unique reference number	EY458398
Local authority	Hampshire
Inspection number	10398995
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	48
Number of children on roll	64
Name of registered person	Trinity Gateway Community Services
Registered person unique reference number	RP532311
Telephone number	02392582791
Date of previous inspection	15 November 2019

Information about this early years setting

Gateway Grange Rowner re-registered in 2013. It is located on the site of Grange County Infant School in Gosport, Hampshire. The pre-school is open each weekday from 8.30am to 3.30pm during term time only. It employs 14 staff, 12 of whom have relevant qualifications, including the manager who holds a level 4 qualification. The pre-school provides government-funded early education to eligible children aged from two to four years.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector carried out a joint observation.
- Parents shared their views of the pre-school with the inspector.

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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