

Bartongate Widden Early Education Centre

Bartongate Childrens Centre, Sinope Street, GLOUCESTER, GL1 4AW

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|--------------------------|----------------|
| Inspection date | 04/02/2014 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | 4 |
| How well the early years provision meets the needs of the range of children who attend | | 4 |
| The contribution of the early years provision to the well-being of children | | 4 |
| The effectiveness of the leadership and management of the early years provision | | 4 |

The quality and standards of the early years provision

This provision is inadequate

- The provider has not notified the regulator of any manager appointed. This is a breach of a specific legal requirement. In addition, the provider has insufficient knowledge and understanding of the early years framework with regard to notifying the regulator.
- Staff are not deployed adequately to supervise children at all times. Furthermore, staff have not risk assessed all aspects of the premises to keep children safe and do not teach children how to keep safe in an emergency.
- The provider has not adequately organised a play room with equipment that is all suitable to meet the welfare needs of children. In addition, a role play area is poorly organised so staff cannot always supervise children's play.
- Staff do not make parents aware of all required procedures concerning any complaint. Self-evaluation is not effective in identifying all weakness in the provision for children.

It has the following strengths

- Staff promote the early education of two-year-old and pre-school children successfully.
- Strong links enable staff and families to exchange information about children's learning.

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 observed activities in the two play rooms, two covered areas and the outside learning environment.
- The inspector had discussions with management, staff, children and parents.
- The inspector undertook a joint observation with the senior practitioner in a playroom.
- The inspector sampled a range of documentation, including the self-evaluation form and action plan, children's records, planning, safeguarding procedures and policies.

Inspector

Angela Cole

Full report

Information about the setting

Bartongate Widden Early Education re-registered in 2013 under the ownership of 4 Children. The setting operates from two playrooms in Bartongate Children's Centre in the Tredworth area of Gloucester. Children also have access to an enclosed outdoor area, with two covered areas leading to a large grass garden and forest school area. Pre-school sessions for children aged three and four years are held each weekday from 8.45am to 11.45am during term time. Sessions for rising threes and for two-year-old children run each weekday from 1pm to 3.30pm during term time. The setting is registered on the Early Years Register. There are currently 63 children on roll in the early years age range. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. Staff support children with special educational needs and/or disabilities and a significant number of children learning English as an additional language. There are seven members of staff working with the children, all of whom are qualified to level 3 in early years. The senior staff member has qualified teacher status and early years professional status. One staff member is working towards qualified teacher status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge and understanding of the safeguarding and welfare requirements, particularly with regard to notifying Ofsted of significant events within the required timescales
- improve the deployment of staff working with younger children to make sure that staff supervise children at all times and keep them safe
- take reasonable steps to ensure the safety of children by making the premises fit for purpose, particularly regarding their role play
- organise the premises so that all areas are equipped with appropriate furniture to meet the needs of children
- develop the risk assessment and review this regularly to identify all hazards for children and how the risk will be removed or minimized, with particular regard to the use of furniture
- take reasonable steps to ensure the safety of children in the case of fire or any other emergency
- ensure the written procedure for complaints is complete with details about making a written record of a complaint that will be available to the regulator
- develop systems to review and assess practice, including improving staff's deployment and safety of the premises, in order to improve the quality of the learning, development and care and secure continuous improvement.

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

Children enjoy the broad range of activities that promotes their learning and development across all areas of learning. Each of the two play rooms is organised to provide children with variety and interest in their play. Often, staff interact warmly with children at their chosen activities. However, teaching in the rising threes group is not robust as, on some afternoons, staff are not well deployed between the two rooms. On these occasions, staff in the rising threes room are stretched and use of the adults available does not meet the needs of all children well. Nevertheless, staff make observations to record children's interests and what they are learning. Key persons consistently complete children's

assessments and identify children's next steps to help them progress towards the early learning goals. Parents and carers value being able to contribute and record important events and developmental milestones for their children. Key persons plan experiences that they base on a sound knowledge of individual children's interests. Consequently, planned activities help children to learn as they are motivated to explore resources and concentrate as they play.

Staff are caring and encourage children to be independent in their play. As a result, children move happily around their play areas and choose resources from those available. For example, the youngest children persevere to build towers using soft play blocks and explore the properties of sand as it pours through wheels. In the rising threes group, children become engrossed as they paint with their hands and brushes. They learn about design as they push bricks together to create simple models. Pre-school children have opportunities to gain more advanced social and learning skills. Strong friendships are in evidence and staff invite children to return to activities begun at a previous session. Children enjoy using materials to investigate. For example, they explore melting ice and then learn about other substances that melt and cool, including chocolate. Older children extend their own play as they create crowns to continue their role play as princesses.

Staff support children's developing mathematical skills regularly. Pre-school children routinely count how many people are in the registration circle and learn to add one more for themselves. Adults allow children time to count at their own pace and offer warm praise at their success. In small groups, key staff make good use of spontaneous learning opportunities. For example, children with puppets in the shape of a current bun suggests they could sing a counting song and know how to take one away to leave four.

Children develop early literacy skills as they choose from selections of books inside the playrooms and outside in the covered areas. This means that children who prefer to learn outside do not miss out as adults support them to talk about and read stories. Pre-school children eagerly find their name cards to self-register before selecting library books to take home to share with their families. They become familiar with a range of symbols, including those to show the day and the weather after going outdoors to confirm this.

Overall, staff support children learning English as an additional language well. By the time these children leave the setting, staff's use of teaching strategies enables them to communicate successfully. For example, staff model language and use picture cards so that children can understand key words as they develop their use of the English language. Parents and carers report that they are happy with their children's progress and with the support they receive from the setting. They are able to talk with their child's key person and gain information about how to support their children's learning at home. Parents say that their children are happy and gain confidence so that they are ready to learn. They appreciate the personal support for their children to move onto the next group in the setting. Staff foster close links with the school on site to help children gain independence and move confidently to full-time education.

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

The contribution of the early years provision to children's well-being is not adequate. This is because the provider has insufficient understanding and is not meeting some welfare requirements, which puts children's welfare at risk. Nevertheless, the dedicated staff are skilled and sensitive in helping younger and older children to form secure emotional attachments. Through much shared information on home visits and close observation, key persons know children and their backgrounds well. They work extensively with parents and carers to help children to settle, including those who initially do not find this easy. Staff provide a strong base for helping children in developing their independence and ability to explore their surroundings.

Children feel secure and begin to learn how to keep themselves and others safe. However, staff do not follow the setting's fire procedure to have regular fire drills and enable children to learn how to respond in an emergency. Therefore, staff are not taking all reasonable steps to ensure children's safety and this is a breach of a legal requirement. Children develop some understanding of how to manage risks and challenges relative to their age as they choose whether to play in or out of doors. They hear reminders to walk indoors and experiment to find safe ways to move on challenging physical equipment. They use tools safely, such as table knives to spread toppings on bread at snack time. Staff begin to support children's growing knowledge of how to keep themselves healthy. Children see staff cleaning tables in front of them. Children wash enthusiastically before they eat and confidently make healthy choices from a variety of nutritious foods. Key staff use these activities in the routine to help develop children's understanding about a healthy lifestyle.

Children show a developing sense of belonging in the setting. Many become used to the routine and staff use helpful prompts to tell others of a change of activity, such as banging a drum. Children increasingly gain self-control during activities and confidence in social situations with adults and other children. As a result, children receive support to learn to take turns in conversation and to negotiate with others about their play, including how to share equipment, such as puzzle pieces. They hear reminders to tidy the play room before they are required to come to the snack tables and some respond. There are stimulating, spacious and varied environments with many child-accessible resources that promote learning and challenge children both in and out of doors. Children use a range of quality play materials that cover the areas of learning. Much equipment is stored in low-level units and containers so that children take time to consider and make their own choices about what they play with. Staff are now aware to ensure that equipment freely available to three-year-olds is suitable for those children. The presentation of the resources motivates children to be independent, to consolidate learning and to try out new experiences.

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

This inspection took place because concerns were raised to Ofsted relating to the supervision of children, ratios, risk assessment and the safety of the premises and resources. The inspection found that staffing ratios meet requirements as the required

numbers of staff are present in the two, adjacent playrooms. Overall, the premises are secure to help keep children safe. Staff have taken a significant step to improve the safety of the resources by only allowing young children supervised access to scissors. However, staffing arrangements are not always robust enough to ensure children's safety at all times, particularly regarding the rising threes group. The space containing the 'home corner' area in the rising threes room is not safe because staff cannot see past a high partition. As a result, supervision of children is sometimes poor and this area of the premises is not safe as some of the furniture is not fit for purpose. The inspection also found that staff partially risk assess the premises and outdoor spaces and but do not review this after an incident. Therefore, the assessment of risk for the role play space is incomplete regarding procedures for staff to supervise children beyond a high partition. As risk assessment is not complete, robustly implemented or reviewed, there is a breach of a specific legal requirement. Therefore, the setting compromises children's safety. The provider is required to take action as the setting breaches specific legal requirements.

The provider has insufficient understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. All staff attended basic training on child protection and management renews their induction safeguarding training for them to be aware of systems to follow. The designated person has attended extended training. The arrangements enable staff to identify, understand and respond to some concerns to help protect children. The setting is currently under temporary leadership. The provider has not sent Ofsted any information about those in the position of manager since the registration. This is a breach of a specific legal requirement. Ofsted will not take action in relation to this non-notification. The setting holds a record of information about identity checks and vetting processes to show that staff are checked to have unsupervised contact with children.

Staff work to policies of their own and to those provided by the managing company and make these available to families. However, the complaint procedure does not inform parents that the setting will keep a written record of complaints or that this is available to Ofsted. These are further breaches of specific legal requirements.

The educational provision is not consistent for different age groups of children. Staff have a suitable understanding of the learning and development requirements. However, levels of interaction and teaching of children in the rising threes group do not reach the higher standards achieved for two-year-old and pre-school children. This is a direct result of the poor staffing arrangements for the rising threes. The setting works closely with staff at the children's centre on site to settle and engages families. Key persons complete the required progress checks for two-year-old children and work with their parents and carers at closing gaps in these youngest children's achievements. The setting liaises closely with other agencies to support two year olds and the many children learning English as an additional language. Key persons track and monitor children's developing social and language skills so that many achieve their expected levels of achievement by the time they leave the setting. Although the special educational needs and/or disabilities coordinator comes from another children's centre, she visits to help staff to support children with such needs, including through focused one-to-one care.

Staff value the views of parents and carers expressed in conversation and meetings and

often take regard of children's expressed wishes and preferences. Staff meet and talk with each parent or carer about their child's progress and next steps and share two-way information about their activities. Families receive strong support to contribute towards their children's records about their achievements at home. This approach successfully enables staff to know about children's backgrounds and to talk to them about their family life and interests.

The setting's self-evaluation is not effective in identifying all strengths and weaknesses to ensure suitable provision for all children. Management has not acted on the responsibility to make staff aware of all current legislation in the Statutory Framework for the Early Years Foundation Stage. The temporary senior practitioner has established peer observation of all staff and discusses and logs training needs at supervision meetings. Staff are willing to go on day courses to refresh and bring back new ideas to support children's learning. They are currently receiving support from a company advisor and a company teacher and need time to keep on top of assessments. However, the management has not sought other ways of building up staff's professional development, such as underpinning their understanding of links between risk assessment and children's safety. As a result, staff have not increased their knowledge to demonstrate a complete understanding of their role and legal responsibilities.

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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 | EY463855 |
| Local authority | Gloucestershire |
| Inspection number | 952778 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 48 |
| Number of children on roll | 63 |
| Name of provider | 4 Children |
| Date of previous inspection | not applicable |
| Telephone number | 01452 417 593 |

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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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