

Bartongate Hatherly Early Education Centre

Hatherley Site, Bartongate Children's Centre, Vicarage School, Gloucester, GL1 4LD

Inspection date	10/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Skilful, sensitive support for children's learning ensures that all children settle and make good progress, including those with challenging additional needs.
- Children benefit from good staff teamwork and effective teaching from key persons, including in small groups, so they have much fun and are enthused to learn.
- Effective and continually developing partnerships with parents, providers and other agencies ensure the setting meets individual children's needs effectively.
- Children benefit from the vibrant leadership and willingness of the management to develop and train.

It is not yet outstanding because

- The provider had not notified the regulator of any manager appointed. This is a breach of a specific legal requirement.
- Staff occasionally miss opportunities to encourage children to name their work, which results in fewer opportunities to extend their early writing skills.

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 and the outside learning environment.
- The inspector had discussions with management, staff, children and parents.
- The inspector undertook a joint observation with the manager indoors.
- The inspector sampled a range of documentation including the self-evaluation form and improvement plan, children's records, planning, safeguarding procedures and policies.

Inspector

Angela Cole

Full report

Information about the setting

Bartongate Hatherley Early Years Centre is owned by '4 Children' and registered in 2013 on the Early Years Register. The provision operates from self-contained premises within the grounds of Hatherley Infant School in the Tredworth area of Gloucester. There is an outdoor play area. The setting opens each weekday during term time from 8.30am to 11.30am and from 12.30pm to 3pm. There are currently 52 children on roll in the early years age range from two to four years. 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 children learning English as an additional language. There are six members of staff including the manager, who all hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- help children to increase their early writing skills by supporting their attempts to write their names in everyday routines and activities.

Inspection judgements

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

Staff know children well and their knowledge of how to promote children's learning and development is secure. Staff focus well on new children to determine their levels of development, gathering information from new parents and making systematic, early observations. Key persons follow up each observation with focused plans to support what every child needs to learn next in each area of learning. Daily planning is consistent throughout the setting as staff base this securely on children's individual needs and interests. Parents have plentiful opportunities and receive good encouragement to contribute to children's assessment, including adding their comments on the required progress checks for two-year-old children. Staff skilfully analyse their observations to note these younger children's achievements and their need for further support.

From the time they are two years old, children have good support to achieve in their physical and personal, social and emotional development. They make strong relationships with the small team of staff and receive good support to extend their skills to cooperate and negotiate with other children as their play. For example, children wishing a turn with the computer mouse ask, 'Can I have a go at the same game?' All children successfully extend their communication and language skills, including those learning English as an additional language. This is because of the attentive staff members' constant attention to introducing new words and prompts for conversation. For example, an adult sang Humpty

Dumpty while a child 'fell' from a chair, which encouraged many children to sing and sign the words.

Children are keen to play and have fun at the setting where they receive strong support to make good progress in all areas of their learning and development. Staff demonstrate a good understanding of when and when not to get involved. As a result, children learn through their own choice of play and increasingly make their own decisions about their activities. For example, children become engrossed in exploring different instruments displayed attractively. Staff make good use of routines to develop children's learning, including about mathematical ideas at snack time. They ask children interesting questions and give them all the time they require to answer. Staff support children to count and add one more and to recognise that this is the number of cups and plates they require. During free play, staff attend closely to individuals and small groups of children, including those involved in imaginative play in the 'builder's yard'. Staff show skill in encouraging children to extend their thinking, for example, when challenging children to 'read' road signs held by play figures.

Children eagerly draw and paint. However, staff do not always encourage children to name their work which slightly limits the development of their early writing skills. Staff display words and signs in children's home languages to value and promote their different backgrounds. Adults encourage children's interest in books effectively, discussing the pictures and stories. Children cuddle up closely to share these special times, for example, when fascinated with home-made books. Staff provide children with ample opportunities to learn about the world, including visiting the city farm and learning how to handle and feed animals, such as chickens and ducks. Staff encourage children strongly to develop good learning and social skills, such as self help, decision making and consideration for each other. As a result, staff offer robust support to children from a young age for them to be well prepared when they eventually move on to full-time education.

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

Staff are skilled and sensitive in helping two-year-old and pre-school children to form secure emotional attachments. Through much shared information and close observation, staff know children and their backgrounds extremely well. They work extensively with new parents and carers to help children to settle, including those who initially find this difficult. Staff provide a strong base for helping children in developing their independence and ability to explore. Children show increasing levels of self-control during activities and confidence in social situations with adults and other children. As a result, children receive support to learn to negotiate with others about their play, including how to take turns when playing board games that involve throwing a dice.

Children learn effectively about the importance of healthy lifestyles. Staff are diligent concerning the quality of personal care and hygiene of younger and older children. Pre-schoolers know why they spend time on their personal hygiene and wash their hands while singing 'germs go down the plug'. Meal times are sociable occasions where children sit together in their key groups with their key staff to eat healthy foods that they help to

prepare. Older ones eagerly look forward to walking on outings to shop to buy apples for their snacks. Children are active and choose to play outdoors in the fresh air for long periods. They enjoy the freedom of the spacious playground and set their own challenges as they combine equipment, such as planks on a climbing frame. Staff support younger children to learn new techniques, such as cutting with scissors. This approach enables children to develop a strong understanding of how to manage risks and challenges relative to their age. Children feel secure and describe why they feel safe. For example, they recall practising emergency drills and say, 'The fire bell rings and we go outside.'

Children benefit from the stimulating, spacious and quiet environment with varied, child-accessible resources that promote learning and challenge children both in and out of doors. Children use a wide range of quality play materials that enable them to progress in each area of learning. The equipment is stored in many low-level units and containers so that children take time to consider and make their own choices about what they play with. For example, staff hang bags on the fence for children to choose extra resources, such as masks and binoculars, to incorporate into their play. The effective 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

The day-to-day manager effectively leads the setting and all staff are dedicated to meeting the needs of children. Successful team-working fosters children's well-being and the positive atmosphere contributes to a setting that is welcoming and supportive to all families. The setting is now under permanent leadership. However, in error, the provider had not sent Ofsted information about those in the position of manager since re-registration. This is a breach of a specific legal requirement. Ofsted will not take action as this oversight has now been rectified. Through the company's diligence, all required policies, procedures and practices are now in place to assist in the smooth running of the setting and the well-being of children. Senior managers regularly monitor the delivery of the educational programmes through checking the work of each key person. As a result, all staff consistently implement the observation and assessment system to support children progress robustly.

Staff strongly prioritise children's safety. Staffing ratios are always met and adults are deployed so that children receive plenty of personalised attention. Across the setting, staff have suitable experience and all are appropriately qualified. Designated adults attend specialised safeguarding training and all staff hold current child protection course certificates. This means that they demonstrate a strong knowledge of child protection procedures, including of how to respond if they have a concern about a child. The majority of staff are qualified to give first aid to any child who has an accident to help them feel comfortable. The indoor and outdoor environments are risk assessed carefully each day and the building is secure so that children play safely. Staff check the playground and outing venues, including country farm parks, before children go into these areas. They reduce hazards as far as possible and children receive reminders to

help keep them safe.

The management and staff team use robust self-evaluation to identify areas for improvement, including frequent revision of the development plans. The management values parents' views obtained through regular consultations; opportunities for these conversations are being extended through the establishment of a parents' forum. Staff listen very carefully to children's ideas and record these to focus on their preferences as they play. Since re-registration, the management has already achieved considerable improvements in practice, including outdoor coverage of all the areas of learning. The setting has a wide range of action plans in place to bring about continual development. These include further communication with new parents and continued training for staff promoted to new positions of responsibility.

Staff work well in partnership with others. They have an effective system to develop relationships with other early years providers caring for children. This is through conversation and sharing of records to support children's learning. Partnership working with other agencies, including family services, the health service and advisory teachers' support, is particularly effective in supporting children with special educational needs and/or disabilities. Parents and carers are warmly welcomed into the setting and feel comfortable with the staff. They share much information in conversation about children's care and activities with staff, who show a genuine interest in them and their children. Staff invite families to share and contribute to children's learning records and strongly encourage parents to comment about their children's progress. Attractive displays demonstrate interesting ways in which families may continue their children's learning at home, including information about the technology equipment in different languages. Parents particularly appreciate the staff's professional, patient approach and the setting's emphasis on challenging play and individual support which meet their children's learning needs.

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	EY463862
Local authority	Gloucestershire
Inspection number	934300
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	52
Name of provider	4 Children
Date of previous inspection	not applicable
Telephone number	01452 306 270

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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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