

# Bartongate Widden Early Education Centre

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

<b>Inspection date</b>	08/07/2014
Previous inspection date	04/02/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
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		3

## The quality and standards of the early years provision

### This provision requires improvement

- There is a well established key person system that helps children to form secure attachments with staff and it promotes their well-being successfully.
- Staff engage well with children to ensure they enjoy the activities provided and to support their learning and development. As a result children make sound progress towards the early learning goals.
- Staff work well in partnership with parents. They keep them well informed about their children's progress and well-being.
- Children with special educational needs and/or disabilities, and those children who are learning English as an additional language are supported well, through strong partnerships established with external agencies and other providers.

### It is not yet good because

- Newly implemented strategies, such as regular staff appraisals, induction procedures and supervision of staff are not yet fully embedded to improve practice.
- Although opportunities for physical development are planned, staff miss opportunities to give children the freedom and opportunity to run, jump and climb in order to develop their co-ordination, control and movement and understand the importance of physical activity.

- The full range of resources and activities in the indoor and outside areas are not always provided for children to choose themselves and so learning opportunities and experiences are sometimes limited.

### **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 practice in both playrooms and outside.
- The inspector had discussions with management, staff, children and parents.
- The inspector completed a joint observation with the manager and regional manager.
- The inspector sampled documentation, including children's records and planning.
- The inspector checked evidence of suitability and qualifications of staff working with the children.

### **Inspector**

Jan Harvey

## 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 Barton 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 60 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 monitoring of staff appraisals, induction and supervision to identify priorities for improvement and staff training needs
- improve the educational programme for physical development by including more opportunities for children to move around freely to develop their agility

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

- improve the learning environment inside and out by offering more resources for children to choose themselves, to help children gain further confidence.

## Inspection judgements

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

Children settle quickly on arrival and are warmly welcomed by staff and are familiar with the daily routines. For example, singing their welcome song together and talking about the weather. Staff provide a variety of activities set out in both playrooms for the children to choose to play alone or with each other. Staff have a secure understanding of what

children need to learn and how to support their learning through play. They are on hand to engage with the children to extend their learning through discussion and they often ask open-ended questions to get children thinking about the task in hand.

Children have access to a sufficient range of resources inside and outside but they do not always offer sufficient challenge to extend their learning through play. Similarly, most activities set up outside have been set up by adults and opportunities are missed for children to choose to move around freely, to climb, jump around and develop their co-ordination, movement and control of their bodies.

Staff and children enjoy following topics enabling them to explore a theme in greater depth. For example, staff help children to build on what they already know, develop new ideas and skills, and increase their knowledge of the world by creating a mud kitchen in the garden to complement their 'Healthy Eating week'. Children are seen working together to open compost bags, fill bowls, fetch water, re-fill jugs from the outside tap and mix the mud.

Staff monitor children's progress carefully, by regularly recording their achievements and writing observations in their individual folders. Staff complete a regular summary of each child's development and this is shared with parents at consultations. This highlights any gaps in the children's learning and enables staff to monitor the educational planning. Staff routinely discuss children's interests and progress and use this to plan what individual children need to learn each week for the next steps in their learning. For example, mark making with mud is being encouraged for children to develop their writing skills.

The setting places an emphasis on the development of children's communication and language skills with staff using the 'Every Child A Talker' assessment for all children. This means that adults routinely model language for children, describing what is happening as they move through activities and routines. They use questions effectively and introduce new vocabulary, particularly to children who are learning English as an additional language or have special educational needs or disabilities. Children listen well to instructions during circle times, and take turns to speak and contribute which develops children's confidence and helps their language skills to develop. This shows that children are developing the skills, attitudes and dispositions they need to prepare them for their next stage of learning in to school.

Parents speak highly of the care and support they receive at the setting. Parents are kept well-informed through displays on notice boards, daily communication with staff and regular parents meetings.

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

The centre's welcoming approach to families and children helps children settle quickly. Each child has a key person who supports their individual needs well. Staff listen carefully to children and smile encouragingly, which positively supports children's self-confidence. For example, staff understand that some children need reassurance in group time, and

may need support before being gently encouraged to take part in an activity. This supports children's emotional well-being successfully. Staff work together supportively as a team and know all the children well. They use regular positive praise, such as 'well done' and 'good listening' that fosters children's self-esteem and helps children to feel safe and secure.

Children move around the playrooms and outdoors confidently and make choices between the activities. Children are keen to help adults during routines, such as counting out and setting plates and cups at snack time and filling water jugs. Staff encourage children to be independent in their self-care, such as putting on their Wellington boots. At snack time, children make their own sandwiches, serve themselves milk and water and clear away their own plates and cups. These skills help children to become self-sufficient ready for school. For example, when a child spills his drink he confidently gets up, finds paper towels and clears up the mess, and gets well praised for doing so.

Staff are good role models at all times and interact with each other politely and with respect setting a good example to the children. Children are well behaved and the centre's positive and calm approach to behaviour management helps children develop good social skills. Children were seen sharing toys and equipment and cooperating well together as they played. Staff constantly praise kind behaviour. For example, children create a doctor's surgery with cushions and blankets and then share medical equipment, taking turns to be doctor and patient. These skills positively support children's personal development, helping them to become socially confident in preparation for school.

The centre is a safe environment and risk assessments have been thoroughly reviewed since the last inspection. All staff take the safety of the children seriously and are now teaching the children to risk assess their own environment. For example, children were taught how to risk assess the garden for anything dangerous, to write what they found on their chalk board and then dispose of it safely and securely, giving children an understanding of risks in their environment.

Children are learning about healthy lifestyles. They understand the importance of hand-washing before meals, after being outside, using the toilet or wiping their noses. For example, children loudly sing their 'wash their dirty hands' song until they are satisfied their hands are clean. Healthy living and a healthy diet is promoted by the staff but on the day of the inspection the importance of physical exercise was not promoted to the children.

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

The actions set at the previous inspection have been addressed and the manager is keen to continue to make improvements, supported by her staff and regional management. However, newly implemented strategies such as regular staff appraisals, induction procedures and staff supervision are not yet fully effective in improving practice.

The educational programme is sound in promoting all areas of the curriculum but planning for children's physical development is let down by the lack of freedom the children have outside and inside to develop their agility.

Although the managerial team is recently established, they work well together, ensuring the legal requirements of the Early Years Foundation Stage are met. Adult-to-child ratios are constantly met. There are appropriate systems in place to ensure staff are suitable to work with children. All staff understand safeguarding issues, and are aware of the procedure to follow if there are concerns about any child in their care. All the required records, policies and procedures are appropriately maintained, including the complaints policy.

The staff carry out risk assessments within the premises to identify any potential hazards. An annual risk assessment is completed on the premises and staff undertake daily risk assessments of all areas, resources and equipment. The main entrance has a coded entry system and only staff have the code. A mobile phone policy is strictly enforced and staff and parents are not allowed to use them on the premises.

Close links with the host children's centre and outside professionals have positively affected the levels of support for children with special educational needs and those learning English as an additional language. Consequently, all children make sound all-round progress. Children make good progress in their language development and are ready to make their move to school.

Partnerships with parents are positive. They are highly complimentary about the staff and the care and education their children receive. Parents are welcomed into the centre and staff encourage parents' involvement in their children's learning. For example, staff planned an 'International Breakfast Day' where parents brought in different foods to reflect their different cultures. The successful sharing of information strengthens relationships between staff and parents. Together they ensure continuity of children's care and work to promote children's learning and development in the setting and at home.

The staff team has recently conducted a thorough evaluation of all aspects of their practice. This included input from the local authority and the company quality management team which underpins a working action plan for improvement. Strengths and weaknesses have been effectively identified taking into account staff's, children's and parents' views. A system for performance management is now in place to monitor staff teaching skills, and highlight training needs but it is not yet fully embedded.

## 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

<b>Unique reference number</b>	EY463855
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	965377
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	60
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	04/02/2014
<b>Telephone number</b>	01452 417 593

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *'Complaints procedure: raising concerns and making complaints about Ofsted'*, which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

