

# Bartongate Widden Early Education Centre



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

**Inspection date** 3 July 2015  
Previous inspection date 8 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Recently appointed leaders have made a good start in improving the centre. Issues raised in the previous inspection have been successfully dealt with. Children now receive good quality care and education.
- Parents report that staff are 'always smiling'. Children greatly benefit from being in such a jolly atmosphere.
- Good quality teaching is based on what children like to do. Even the youngest children are eager to learn. Children make good progress and are well-prepared for school.
- Staff pay a great deal of attention to children. They look after them well and make sure children have an enjoyable time.
- Staff teach children to develop good behaviour. They use picture cards and gentle but clear explanations to help children understand what is right and wrong.

### It is not yet outstanding because:

- Leaders and staff do not have a comprehensive overview of how well some groups of children do in their learning and development.
- The new leadership team has not yet had enough time to establish precise and detailed systems of management.

## What the setting needs to do to improve further

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

- make use of assessment information to check the progress of all groups of children so leaders and staff have clear information about whether any do less well than others, and take effective steps to narrow any gaps in their learning
- build on the positive start made by new members of the leadership team by establishing further improvements in procedures and practice.

### Inspection activities

- The inspector observed children playing in all areas of the centre.
- The inspector spoke with a number of parents and carers, as well as with staff and children.
- The inspector met with the manager and cluster manager of the centre.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a wide range of documentation including policies, staff records, information about children's learning and plans for future improvement.

### Inspector

Susan Mann HMI

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have an accurate knowledge of what children need to learn. They use this to provide a wide range of good quality activities that develop children's thinking skills and overall development. Staff make sure play opportunities are attractive to children, such as mango-scented playdough or fruit, vegetables and kitchen utensils in the role play area. Much of the learning on offer is based on children's suggestions and interests. Staff follow and develop these ideas. For example, some children develop an exciting game of hide and seek with staff in the wooded area. There is lots of discussion and children develop their listening and speaking skills as a result, as well as developing their imaginative and physical skills. Children who are learning English do well because staff give them lots of opportunity to hear and speak clear language. Children who need extra help with their learning are given a good level of support to help them do well. All staff make sure they nurture emotional well-being so children can become successful learners. They have high expectations for all children. Staff adopt an encouraging manner and help children do well in their learning and development.

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

The early education centre provides a harmonious nursery community. Children with different family backgrounds, cultures and beliefs play side-by-side. Children readily translate phrases and songs into English for one another. Staff contribute to the atmosphere by speaking to children in their home languages and providing translations for parents. Snack-time is arranged well. Children have plenty of nutritious foods to eat. They serve themselves, helping to develop their coordination and understanding of the need to share. Children's health is improved by lots of outdoor play in the fresh air. Leaders and staff fully understand their responsibilities to help keep children safe. They know what action to take should they have any concerns about a child's welfare.

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

Leaders and staff have a good understanding of how to keep children safe and well. The manager has received good support from 4Children and the local authority which has helped improve the centre. Partnerships with other settings, schools and professionals work well. Leaders keep a close eye on how well children learn. The manager takes effective steps to strengthen areas that are less strong. She has begun to look at differences in the learning of groups of children, such as boys and girls. However, this analysis does not yet cover all groups of children. Thus the manager does not have comprehensive information available about whether any groups do less well than others. The new leadership team has already introduced many improvements, including the development of a better learning environment. Some improvements, such as observing the quality of teaching, are quite new and not yet fully established in day-to-day practice.

## Setting details

<b>Unique reference number</b>	EY463855
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1008556
<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>	64
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	8 July 2014
<b>Telephone number</b>	01452 417 593

Bartongate Widden Early Education re-registered in 2013 under the ownership of 4Children. 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 in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight members of staff working with the children. One member of staff is qualified to level 4 and all other staff hold a level 3 qualification.

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