



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 223498

DfES Number: 584862

### INSPECTION DETAILS

Inspection Date	02/11/2004
Inspector Name	Deborah Ball

### SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Bargates Children's Centre
Setting Address	The Bargates Leominster Herefordshire HR6 8QS

### REGISTERED PROVIDER DETAILS

Name	The partnership of Gillian Bilbrough and Robert Bilbrough
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### ORGANISATION DETAILS

Name	Gillian Bilbrough and Robert Bilbrough
Address	Petchfield House Elton Ludlow Shropshire SY8 2HJ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Bargates Children's Centre opened in 1997 and operates from a building which was originally a school and is situated in the market town of Leominster in Hereford. The Children's Centre uses the whole building comprising of eight rooms on two floors, a baby sleep room, toilets, kitchen, laundry, staff room and an office. A maximum of 111 children may attend the Children's Centre at any one time. The Children's Centre is open each weekday from 08:00 to 18:00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 148 children aged from 3 months to 10 years on roll. Of these, 69 children receive funding for nursery education. Children come from the local and wider areas. The Children's Centre currently supports a number of children with special educational needs and also supports children who speak English as an additional language.

The Children's Centre employs 25 staff, 19 of whom, including the manager, hold appropriate early years qualifications. Six staff are working towards a qualification.

### How good is the Day Care?

Bargates Children's Centre provides good care for children. The manager is very well qualified and experienced and is supported by a committed team of trained staff who work effectively together. Staff regularly access training opportunities and sensitively support the children's learning and development in a stimulating, well resourced environment. A high staffing ratio and well planned use of space affords effective supervision of the children. Comprehensive policies, procedures and user-friendly documentation underpin the smooth running of the setting and are subject to on-going review.

Staff take positive steps to ensure children's well-being is paramount and have a high regard for safety matters. Good hygiene routines are in place and children are encouraged in self-care skills. An emphasis on healthy eating principles is promoted at snack and meal times with children enjoying a good variety of food and drink.

Responsibilities regarding child protection issues and procedures are well understood by all staff and training has been accessed.

The careful, considered planning of stimulating activities ensures that all children enjoy varied free and structured play opportunities. Children show great enthusiasm and excitement in this environment and their development is nurtured in all areas of learning. Good support is available for children with special needs and all children are valued and encouraged to progress at a pace that meets their individual abilities. Staff have high expectations of children's behaviour and their calm, consistent approach to behaviour management is directly reflected in the good behaviour observed in the children.

The importance of positive partnerships with parents is recognised by the staff and they are made welcome. They have access to a well displayed notice board in the entrance foyer and information regarding policies, procedures, activities undertaken by the children, training opportunities and childcare.

#### **What has improved since the last inspection?**

At the last inspection, three actions were set: to meet any recommendations made by the Fire Safety Officer, to ensure that the premises comply with Building Regulations and to ensure the safety of first floor windows.

The recommendations made by the Fire Authority and Buildings Regulations were acted upon and adhered to. Written reports provide evidence that the actions set were satisfactorily completed. Safety catches have been fitted to the windows in rooms which were not yet in use, which ensures children are kept safe at all times.

#### **What is being done well?**

- Space is organised to allow ease of movement in a well resourced and stimulating environment, where children are able to feel settled and secure.
- High staffing ratios are maintained and the staff are well trained and knowledgeable about child development.
- Children are active and enthusiastic learners, who are able to participate in very well planned activities which promote their development in all areas of their learning.
- Staff are proactive in identifying children's differing needs, providing sensitive support for those who are less confident or able. They are involved in the children's play; they interact well with them and use praise and encouragement to raise their confidence and self esteem.
- Parents have access to a wealth of information and their children's progress records are kept in a confidential manner and shared on request.

#### **What needs to be improved?**

- extend the range of opportunities for outdoor activities.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
5	Continue to develop the programme for outdoor play provision.

## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

### **How effective is the nursery education?**

Bargates Children's Centre provides very good teaching and learning. Children are progressing well in all areas of their development. Staff have a good understanding of the Foundation Stage of learning and the stepping stones and they encourage the children to be independent learners. The children have lots of opportunities to self-select resources and activities that they want to play with. Staff ensure resources are accessible to the children and that they are well labelled with words and pictures. The staff provide a broad range of interesting and challenging activities and ensure planning identifies and extend all the six areas of learning. Children's work is valued and displayed in all the rooms and there are also group art works displayed in the corridors. Staff ensure the outdoor areas are accessed by the children regularly. The group should continue to extend the programme to develop children's learning in all areas of development using the outdoor play areas.

Leadership and management of the setting is very good. Staff and management work well together and with other professionals to identify and work towards meeting the needs of the children. Staff and management meet regularly and are supportive of each other. Opportunities for further training are taken and there is liaison with the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance where staff and management can access support.

Partnership with parents is very good. Positive relationships with the parents were observed throughout the inspection. Parents provided Ofsted with some positive written and verbal feedback on the care and education of their child. There is a good programme in place to involve parents in their child's progression through pre-school and parents are invited to training events.

### **What is being done well?**

- Developing children's skills in child-initiated play is a priority and staff plan carefully for this. Children are interested and keen to learn, having opportunities to select resources, including resources that reflect all aspects of diversity.
- Children explore their environment and have the opportunity to discover how things grow. They learn about their own and the cultures of others through planned activities and discussion.
- Children use planned and spontaneous opportunities to count, calculate and look at shape, space and measurements. They access books and have opportunities for mark-making every day.
- Children's physical and creative development is very good. They freely access a range of resources to stimulate imagination and support their skills in expression and communication of ideas to peers and adults. They use large and small equipment to extend their physical development.

- Staff provide a range of planned and spontaneous opportunities to meet the needs of children, they have a good understanding of the curriculum and work very well as a team. The staff use open-ended questioning with the children to extend and consolidate their learning.
- There are positive relationships with parents who access a broad range of information on the care and education provided for their child. Parents are invited to parents' open sessions and are also invited to training events.

#### **What needs to be improved?**

- the programme to extend children's learning in all areas of development in the outdoor play areas.

#### **What has improved since the last inspection?**

Progress since the last inspection has been very good. There were no key issues raised at the time of the last inspection. The group were asked to consider two points for improvement, both of which have been very well addressed.

Firstly the group were asked to enhance teaching by developing staff's knowledge of the early learning goals. The group ensured all Foundation Stage staff attended Foundation Stage Training which was provided by the Early Years Development and Childcare Partnership. They also monitored the learning experiences of the staff. A rolling programme of attendance on Foundation Stage workshops covering all six areas of learning was set up and monitored. The group also set up some in-house training. The planned activities were also monitored to ensure there was improved practice in the various rooms. New staff were updated and additional budget was allocated to ensure all staff could access a range of library books and publications to support their development.

The group were also asked to develop and assess the system for three year olds linked to the early learning goals. The group reviewed their observation and assessment policy and implemented changes. The new policy and changes included implementing comprehensive assessment systems such as initial profiles on the children and assessment records for all three and four year olds. In-house training was provided for staff to ensure they could implement the systems set up. The assessment records in place are used to inform future planning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is very good within the nursery, with staff providing lots of opportunities to develop self-care and high levels of self-esteem and independence. Child-initiated play is well planned for and resources are low reach and well labelled. Children are motivated and interested in activities and they persevere for extended periods. Children are well behaved and strategies to manage behaviour work well in practice.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and interact well at story time, are able to recall story endings, are familiar with nursery rhymes and spontaneously do the actions. They have free access to books throughout the day. Children's reading and writing skills are well supported with many opportunities and they communicate positively with peers and adults. The staff use open questioning to encourage children to communicate their ideas to peers and adults.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The staff make good use of planned and spontaneous learning opportunities during practical activities to count with the children, and they are able to count meaningfully beyond 10. Children identify shapes and look at patterns, and explore mathematical concepts using a broad range of resources including sand and water. The staff use planned and spontaneous opportunities to encourage children to add, subtract and explore similarities and differences.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children access a broad range of opportunities to use their senses to explore and investigate. They explore the local environment, looking at differences using various indoor and outdoor opportunities. Children explore concepts of past and present events and they talk about their families and pets. The children look at various festivals and cultures and access positive images of diversity. They explore a range of objects that work in different ways for different purposes.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Art and craft resources are accessible to children and include tools to promote hand-eye co-ordination. The children access a broad range of large and small equipment and tools for both indoor and outdoor play. Children climb, balance, and go under and over during indoor and outdoor playtime. Staff encourage children to explore healthy lifestyles, health and hygiene and eating well.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children have access to resources like glue, painting and drawing to create and design. They have lots of opportunities to respond to what they see, touch and feel and the staff extend and consolidate children's learning at every opportunity. Children sing songs, recite rhymes and play imaginatively in the home corner with peers and adults, where they express themselves freely.</p>	
<p><b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b></p>	



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no key issues. As a point for consideration the group should continue to develop the programme to extend children's learning in the outdoor play areas.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*