

# Compass Childrens Centre Gloucester

Coney Hill Community Primary School, Coney Hill Road, GLOUCESTER, GL4 4NA

<b>Inspection date</b>	03/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		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 regulator has not been notified of the change of nominated person or of any manager appointed. These are breaches of specific legal requirements.
- The provider has insufficient knowledge and understanding of the early years framework with regard to notifying the regulator.
- Induction for agency staff does not include understanding the setting's safeguarding policy and procedures. The provider does not check that agency staff have up-to-date knowledge of safeguarding issues to help keep children safe.
- The process for completing the progress check for two-year-old children and discussing it with parents and/or carers is not in place to foster children's learning.

### It has the following strengths

- Children are happy and settled as the staff often listen to them and respond to their ideas for play.
- Children with special educational needs and/or disabilities receive focused support because staff work closely with their parents and/or carers and other professionals.

## 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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the play room and the outside learning environment.
- The inspector had discussions with management, staff, children and parents.
- The inspector undertook a joint observation with a staff member in the play room.
- The inspector sampled a range of documentation, including children's records, planning, safeguarding procedures and policies.

## Inspector

Angela Cole

## Full report

### Information about the setting

Compass Children's Centre Gloucester re-registered in 2103 under the ownership of Barnardos. The setting shares a site with Coney Hill Community Primary School, Gloucester, but is independent of this. Children use a large and a small playroom and an enclosed outside area with low impact surface, a covered area and a grass area with willow tunnels. Pre-school sessions for children aged three and four years are held each weekday from 8.50am to 11.50am during term time. Rising threes sessions for some two-year-old and young three-year-old children run on Monday, Tuesday and Thursday from 1 pm to 3.30 pm during term time. There is a specialist language group for children aged two to four years on Wednesday from 1 pm to 3.30 pm, with a speech and language therapist in attendance. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are 41 children in the early years age range on roll. The setting supports children with special educational needs and/or learning disabilities and children learning English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are four members of staff, who all have childcare qualifications to level 3.

### What the setting needs to do to improve further

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

- ensure that people looking after children are suitable to fulfil the requirements of their roles, particularly with regard to notifying the regulator of the nominated person and manager
- ensure all cover staff receive induction training that includes understanding the safeguarding policy and procedures and having up-to-date knowledge of safeguarding issues
- develop the processes for completing the progress check for two-year-old children and discuss with parents and/or carers how the summary of development can be used to support learning at home.

### Inspection judgements

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

Children have appropriate experiences which sufficiently cover the areas of learning. New children receive helpful support to settle and develop their personal skills. Many children are familiar with the premises from having attended groups for younger children with their

parents. They arrive happily to play, to sit with all the others for circle time and then to choose their play activities. The range of available resources is wide enough to cater for children's individual needs and current interests. Staff offer repeated activities so that children may usefully consolidate their learning. Staff are improving the indoor and outdoor learning environments so that children do not have an overwhelming choice and so there is less colour to distract them. Staff are designating more areas of learning and organising resources further for children to extend their imagination and their own learning. The use of group time is improving as staff become more aware of the value of children working in smaller groups to develop their concentration and increase their involvement.

Staff gain information quickly about each child's initial stages in learning. They base this on early observations by key persons and information from parents and other professionals who have worked with the child. Although, there is a lack of urgency to sum up the youngest children's stages of development, staff summarise older children's stages in learning regularly. Staff currently base their planning on appropriate themes, such as a favourite story book or a cultural festival in which children show interest. They plan appropriate, stimulating activities to cover each area of learning and take into account children's interests. The setting is improving its planning to focus on what individual children need to learn next. A significant number of children require support to develop their communication and language skills. Staff often talk with children and are aware of the principles of the 'Every child a talker' programme, although this is not used robustly. Staff are often on hand so that, generally, children are helped to progress their learning as they play. Some staff ask children helpful questions and use comments that encourage children to explore a range of ideas. For example, when the wind moves a doll's buggy, staff draw a child's attention to this and ask, 'What's happening to the push chair? What's making it move?'

Children enjoy using their senses to taste different foods, including noodles and sweet and sour sauce. Adults appropriately help children to explore the properties of different materials and equipment, such as purple sand and craft tools to make models from recycled containers. They support children to learn about other people by supplying different clothes and writing in other languages for role play. According to their abilities, children's early literacy skills develop as most sit to listen to the whole group story and enjoy recognising the pictures. Some children look at books by themselves and then ask staff to read to them. Children have opportunities to recognise symbols for the weather and enjoy using paint and drawing materials. Sometimes, staff help children to count items, such as flowers in a computer program. In the registration routine, staff ask a few children to count name cards and compare the number in each key group and older children begin to write a figure. Overall, children are gaining sufficient learning and skills to take them forward to the next stage of their early 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. The provider has insufficient understanding of the early years framework and is not meeting

some welfare requirements, which puts children's welfare at risk. Nevertheless, the friendly, caring staff work with parents and/or carers to help children to settle, including those who initially find this challenging. Parents say that their children enjoy coming. Children recognise the small number of staff and begin to form emotional attachments with them. Recent staff changes have meant that some families have a different key person. However, children appear happy to be with the familiar members of staff for their personal care. Children begin to learn how to keep themselves and others safe. They gain confidence to explore their surroundings. They develop their independence in the secure environment as they move freely between the outdoor areas and the play room. Staff remind children about safety, although they do not always offer explanations, for example when staff ask children with horse heads to be careful galloping indoors. Children learn to use tools and materials with care, including when creating structures with planks.

Children show a developing sense of belonging in the setting. Many demonstrate that they are used to the routine and staff have pictures to explain this to others. Children gain an understanding of what adults expect of them. Staff use appropriate methods to manage children's behaviour. For example, they provide a sand timer so that children can begin to take turns to operate the computer mouse. Children gain some self-esteem from knowing that, for example, they have tidied an area where they were not playing. They begin to learn about differences through using books and other resources that show positive images. Children learning to speak English receive some help to develop their language through visual and sensory prompts. These children attend the Wednesday language group, where staff introduce more everyday vocabulary to them. Staff include them in activities by speaking directly to them and making eye contact to support their self-esteem.

Children start to learn from staff about the importance of healthy lifestyles. Young children receive support to learn basic hand washing procedures. Older children willingly respond to reminders to wash their hands before eating and tell others that they wash 'because they've got germs'. Children sit in their key groups for snack times and some can be near to staff so they can engage in conversation. They begin to learn about a wide variety of healthy foods as staff tell them, for example, about foods suitable to eat for Chinese New Year celebrations. Children choose whether to play in or out of doors in the fresh air for much of the session. Outside, children have a wide open space in which to be active and enjoy playing with wheeled toys and on low-level physical equipment. They use equipment such as chairs and material wheels to build vehicles, including a fire engine. They cooperate and pretend to spray water from their 'hoses' to put out imaginary fires.

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

The provider uses sound procedures to vet staff's suitability and is aware of some times to contact Ofsted. However, the provider has not notified the regulator of any manager appointed since the setting was registered. The regulator has not received notification when the previous nominated person left the setting and is not aware of any new appointment to that position. These are breaches of specific legal requirements, although

Ofsted does not intend to take any action on this occasion. The setting always maintains required ratios of staff to supervise children for their safety.

Permanent staff have all received training on child protection to be aware of the systems to follow. The designated person has attended extended training that enables them to identify, understand and respond to concerns to help safeguard children. During cover staff's induction, however, the management does not include understanding of the child protection policies and procedures. The provider does not check that cover staffs' knowledge of child protection issues is up to date. This lack of action has a potential impact on children's safety and is a breach of a specific legal requirement. A supporting company manager recently revised the setting's policies and procedures, including that for behaviour management. She is making these consistently available to families in a parent pack. Risk assessment regarding the premises is adequate. The setting has plans written by the children's centre manager to help keep children safe on the secure premises. Staff carry out daily checks, including to remove foreign objects thrown into the outdoor play area.

A company 'local' manager, based at another setting in the city, has started to support the four staff members until the new manager is in post later this month. She has initiated the monitoring of staff through one-to-one supervision and by observing their practice with children. She uses this information to identify their training needs. However, monitoring of children's progress is not robust. Key persons check the learning of children in their key groups to varying degrees. This approach includes some assessment of the youngest children, but staff do not complete progress checks for children while they are still two years old. They do not share summaries of these children's progress with their parents and/or carers to support their learning at home. This is a breach of a specific legal requirement. There is limited monitoring of the delivery of the educational programmes, planning and assessment. Nevertheless, staff benefit from liaising with a visiting special educational needs coordinator and children's centre staff on site. With their support, key persons identify the needs of children with special educational needs and/or disabilities and meet these through timely intervention.

The setting does not have well-developed systems for evaluating its strengths and where it can improve. The supporting manager's recent evaluation of the setting has resulted in some significant improvements in a short time. She has helped staff to feel positive and has gained their views on what is beneficial and what needs improving. She has completed supervision meetings for staff and planned for their training and support needs. The setting now has extensive development plans. These include in-service discussions on the setting's ethos and aims, as well as on the links between observational assessment and planning. Staff have realised the need for a trained special educational needs and/or disabilities coordinator based on site. Despite the warm relationships forged with parents, staff know there is little systematic use of feedback from parents and children. The setting values input from the local authority advisor, including advice on reorganising the learning areas and extending partnership with other provisions that children attend. Staff link with some shared provisions and are improving on this so that all children benefit.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

## 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>	EY465015
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	926304
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	29
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Barnardo's
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01452522738

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

