

Tredworth Early Education Centre

Tredworth Early Years Centre, Paul Street, GLOUCESTER, GL1 4NY

Inspection date

Previous inspection date

11/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff establish good strong relationships with parents, children and outside professionals that underpin the ethos and successful aspects of this preschool, so all children make good progress and are well prepared for their eventual move to school.
- An effective 'key person' system promotes children's well-being and independence because all staff know the children well and work very closely with families.
- The children are confident independent learners and their behaviour is exemplary due to staff providing effective teaching through being good role models and making their expectations clear.
- The manager and provider have high aspirations for the preschool and implement effective systems to drive improvements to the provision for children's benefit.

It is not yet outstanding because

- Staff do not make best use of the outside area to fully support children's all-round development, particularly those children who prefer to learn actively outdoors.

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 children's activities both indoors and outside.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a range of documents including children's records, staff appointment paperwork, and the records for monitoring quality and improvement.

Inspector

Sandra Woolley

Full report

Information about the setting

Tredworth Early Education Centre is owned by '4 Children' and registered in 2013 on the Early Years Register. The provision offers morning and afternoon pre-school sessions for children aged from two to five years. The pre-school operates from two large play rooms with integral toilets and kitchen and the use of enclosed outdoor play areas. The pre-school operates each weekday during term-time between 9am and 11.30am, and from 12.30pm until 3pm. The pre-school supports children who are learning English as an additional language and children with special educational needs and/or disabilities. The pre-school receives early education funding for children aged two, three and four years. There are five staff, including the manager employed in the pre-school. All staff have relevant qualifications in early years with the manager holding one above level 8.

What the setting needs to do to improve further

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

- further develop the outside area so that there are more opportunities for children to pursue activities which will enhance their all-round learning and development.

Inspection judgements

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

Children are very happy and settled in the well-resourced and stimulating environment planned by the staff. Staff take into consideration children's views when planning. For example, children decide what the pretend play area will be. At the inspection it was a shop and staff listened to and responded to the children's ideas for items to go in it. This approach means activities reflect children's interests which in turn encourages children to explore them and to use their imaginations.

Staff provide children with good opportunities to develop their early communication and language skills. Any children who experience difficulties are given individual support from staff who are all committed to children's learning and development. This teaching includes planning and leading specific learning in small groups based on national initiatives to develop children's speech. Staff work in partnership with outside agencies such as the local authority's advisory team and with speech and language therapists in order to develop children's communication and language skills. This demonstrates that staff understand the importance of this area of learning.

The staff establish children's starting points on entry and monitor their progress regularly. They are able to comment on the impact that any particular approaches and programmes have on children's progress. This shows their understanding of what and how children

learn. Staff provide a variety of activities to give children choice in their play. This approach includes a 'Children's Gallery' displayed at a low level on the wall where children make their own choices about which pieces of their creations to display.

The resources at this activity support children's physical development well. For example, staff offer resources that encourage early writing experiences through helping children to develop their hand control. Children's efforts at making marks eventually lead to their early hand-writing skills in readiness for the eventual move to school. The activity demonstrates to the children how their work is valued which supports their personal, social and emotional development.

Staff operate a very effective 'key person system' which is backed up by a 'buddy system' in case a key staff member is not in the pre-school. This system involves each member of staff taking particular responsibility for specific children. It supports positive partnerships with both children and parents. The implementation of this key person system allows all staff to know the stages of learning and development and particular interests of each child for whom they are responsible. This allows staff to plan children's learning and development around what interests them and to build on children's capabilities, so learning is progressive.

Staff provide parents with regular information about pre-school life and their children's progress. They do this in a variety of ways including through daily conversations, parent consultations, home-preschool books, access to children's learning records, the information white-board in the lobby and the successful 'you said - we did' system. This latter system allows parents to voice their ideas and views and then the staff address those suggestions. This process ensures effective two-way information sharing and partnership working. Parents supply information to the staff and they use it effectively to inform learning and development plans to support children's progress.

While staff plan and provide a variety of activities and opportunities indoors, they miss opportunities to make the most of providing experiences and activities in the outside area. This means they do not always fully support the all round development of those children who prefer to learn actively outdoors. The mud kitchen is popular outside but staff do not make the best use of the large outdoor space, such as by making it freely available to children.

Overall, however, the staff help children learn through providing active, stimulating learning experiences that are based on knowing the children very well. They know the starting points of the children and understand how to effectively support their learning and development so they are ready for school or the next stage of their learning.

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

The friendly, welcoming and relaxed staff team promote effective settling in procedures. These provide children with the confidence to explore their surroundings. Effective deployment of staff alongside the key person system helps all staff to know the children

and families well. They all support children with a caring, considerate approach, which helps to develop successful trusting relationships. This system and the relationships it builds are significant strengths of this pre-school. They help all children to feel emotionally secure, including those who speak English as an additional language or experience any communication and language difficulties. This strength underpins the progress children make.

Children are confident and self-motivated because they receive good support and role modelling from staff to understand expectations for behaviour; consequently, behaviour is exemplary. Staff make clear expectations for children's behaviour. They speak to them and explain calmly if a child is unhappy about not being able to do what he or she wants to do.

During the inspection, the children clearly enjoyed eating their healthy snacks with staff sitting at the snack table and joining in too. Through this approach, children were encouraged and supported to make food choices and pour their own drinks. This demonstrates that staff encourage children to take on responsibilities ready for their eventual move to school. Staff provide water inside and outside. Many help themselves confidently but others will ask for a little help if they need it from staff who are always nearby, encouraging independence and confidence in the children. The food choices for snack time are displayed well in advance on the front entrance door so that parents can be involved in promoting healthy eating practices at home.

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

The pre-school is led and managed by a very knowledgeable and aspirational management team. The manager gives enthusiastic leadership that inspires commitment towards continual improvement across the staff team. The team oversee the successful implementation of both the learning and development requirements, and the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager demonstrates a good understanding of her role and responsibilities in meeting these requirements, with all the policies and procedures to keep children safe implemented and regularly reviewed and updated.

Staff attend safeguarding training provided by the parent company and are familiar with child protection procedures and their individual roles and responsibilities. They understand what to do if they have concerns about a child in their care. The good staff to child ratios provide good levels of supervision to help keep children safe. There is an effective system of recruitment where appropriate background checks for staff to assess their suitability to care for children are carried out and kept up to date. These systems and processes meant the staff team maintain children's safety and good health.

Effective systems promote the professional development of staff. The manager makes full use of her qualification. She oversees staff supervision and appraisals. Part of these procedures include staff having their practice observed and evaluated regularly. This helps

the manager monitor the quality of teaching and check that staff take a consistent approach, such as in regard to behaviour management.

The manager monitors the implementation of the educational programmes. Monitoring including checking the staff team's assessment of children's progress. This takes place regularly so the manager is aware of trends in individual children's learning and development so that any gaps can be closed.

The staff team work in partnership successfully with other agencies such as the local authority's advisory team, speech and language therapists and the hearing impairment advisory team. They understand the importance of these partnerships in respect of helping all children meet their full potential. Effective self-evaluation processes involving the whole staff team set priorities and targets for future improvement. These systems and liaisons enable the staff team to drive forward continuous improvement.

Partnership working with parents is very effective. The very strong relationships underpin the ethos and most successful aspects of the pre-school. There is an 'open-door' policy for parents to speak to the manager every day so she is fully aware of what is happening in the lives of the children and how this may affect their time in pre-school. This approach helps staff continue to meet children's needs.

Parents speak warmly and very highly of the preschool staff and the provision saying how happy they feel at how the staff care for their children, how friendly and kind the staff are, that the staff are hardworking and that they know they can speak to the staff at any time.

Parents know who their child's key person is and how they can contribute to their child's learning and development thereby promoting a united approach.

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	EY463860
Local authority	Gloucestershire
Inspection number	934299
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	40
Number of children on roll	40
Name of provider	4 Children
Date of previous inspection	not applicable
Telephone number	01452 311 793

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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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