

# Finlay Early Education Centre

Finlay Childrens Centre, Tredworth Road, GLOUCESTER, GL4 6TL

<b>Inspection date</b>	14/07/2014
Previous inspection date	14/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	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		3
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

- Teaching in the two-year-old age group is good. Children enjoy their time with familiar staff and are active and engaged. The garden area is used effectively to support learning. Children in this age range are making good progress.
- Positive and trusting relationships have been established with parents and carers which promotes a shared approach to supporting children's learning.
- Effective safeguarding procedures contribute to children's ongoing safety. The premises are secure. All staff are suitably vetted.
- The setting works in close partnership with the children's centre. Pre-school age children with speech and language delay benefit from additional workshops. They are now making steady progress in readiness for school.

### It is not yet good because

- Less experienced staff do not have a good enough knowledge of how children learn. This affects the quality of children's learning experiences.
- Resources are not always accessible or in sufficient quality to support open-ended play and there is a lack of resources that support children's use of technology.

## 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 play experiences, activities and interactions with staff in both rooms of the setting and outside.
- The inspector sampled a range of documentation, including evidence of suitability of staff working with children in the setting and a range of other documentation.
- The inspector looked at children's observation, tracking and assessment records and discussed their progress with staff.
- The inspector held a meeting with the manager, area manager and quality manager and undertook a joint observation of activities with the manager.
- The inspectors took into account the views of parents and carers by analysing information from the parents' questionnaires and their written feedback.

## Inspector

Melissa Cox

## Full report

### Information about the setting

Finlay Early Education Centre registered in 2013 and is one of six settings in the area managed by 4 Children. The setting is situated in Finlay and Tredworth Children's Centre, in Gloucester. There are two play rooms and children have occasional use of a third room for snack and crafts. The setting is open each weekday during term time, from 8.45am to 11.45am for children aged three and four years. It opens from 12.30pm to 3.30pm for children aged two and three years. The setting is registered on the Early Years Register and there are 47 children on roll in the early years age range. The setting currently supports children with special educational needs and/or disabilities and children learning English as an additional language. 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, who all hold appropriate early years childcare qualifications at level 3. One member of staff holds Early Years Professional status and provide additional support to the setting. The staff have close links with the children's centre on site.

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

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

- ensure staff have the necessary skills and knowledge, and a clear understanding of their roles and responsibilities so that teaching practice is consistent to ensure children are sufficiently challenged in their learning
- ensure resources are accessible to help children make choices in the pre-school room and to support children's developing understanding of information and communication technology in readiness for the next stage in their learning.

### Inspection judgements

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

Staff demonstrate a sound knowledge of the Early Years Foundation Stage and how children learn. They use their understanding to plan a range of suitable play activities, some of which promote a balance of adult-led and child-initiated activities that generally maintain children's interest. In practise, most staff know children's interests and stage of development so they are able to suitably support them in their play. The general information they have obtained from parents about what their children can do, has been used alongside the information staff have collated to plan for their learning needs. This varies across the setting because the accuracy and detail of the information gathered on starting points varies across age groups and as a result, so does the support staff provide.

New starters to the group have benefitted from recent changes to staffing and the more rigours focus staff have placed on tracking children's learning. Children who have been in the setting longer have gaps in their assessments and this is also evident in the support some staff provide. However this is improving as a result of a renewed focus on monitoring and the more stable staff team.

The quality of teaching requires improvement. Inconsistencies in teaching means that children's rate of learning is variable. Younger age groups appear to be making good progress, while others make progress at a steadier pace. Younger children appear engaged, busy and active in the learning. They show good levels of perseverance in their chosen tasks and demonstrate the confidence to give it a go on their own and the resilience to keep on trying. This stems from the praise and support that the staff team provides for this age group and their understanding of how to best meet the needs of a younger age group. However, not all children are offered consistent levels of attention or support or benefit from activities planned to meet the emerging needs. Staff are observed to be kind and play alongside older children in their chosen activities. Interactions are positive overall. However some staff do not engage the children in purposeful conversation about what they are doing to extend their thinking or learning during these interactions. Consequently, any learning is incidental rather than as a result of good quality teaching. For example, staff use language about position, such as under or sometimes support children to count but this is not consistently reinforced whenever possible. They miss opportunities to introduce language about quantity and measure as they play with children in the water play or extend their critical thinking to why some items float and some sink. In addition there are noticeable differences in the amount of progress between boys and girls and the lack of targeted support for some groups of children means that they are not getting the individual levels of attention they need to do well in their learning. For example, a group of boys find it hard to engage in any of the activities on offer as the session begins. They rely on resources they have brought with them from home rather than using toys and equipment provided in the setting and start to engage in some boisterous play. Rather than engage with this group and re-direct their interest and energy into constructive play, staff leave them alone until their game disturbs other children in the group. However once staff capture their attention, they engage positively and enjoy a game in the garden where they have the opportunity to design, problem solve and construct with large cardboard boxes, making them into a slide. Overall staff demonstrate a positive attitude to making improvements to their teaching which is steadily improving as the result of a renewed focus on quality. Some staff have yet to make clear links between their own interactions and the general support they provide and children's next steps in order to help children make good or better progress.

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

Overall, the key-person system is effective in helping children to build secure bonds and attachments. Children are settled and have positive relationships with familiar adults and their peers. The setting has a key-person system in place, to support children's emotional well-being by each child having a designated member of staff who knows their individual needs well. Children point out their key person on the photo display and talk fondly about

why they enjoy coming to the setting and why their key person makes it so special. After a period of staff instability this system has now become secure and meets the needs of the children, especially the younger age range who attend.

Children behave well. They are generally confident and secure in the setting, exploring the resources and talking politely to each other and staff. There are few behaviour incidents when children are engaged in play. However, on occasions when children become bored, low-level disruption occurs, but is suitably managed. Staff help children to manage their feelings and adapt their behaviour by offering consistent reminders of expectations, clearly pointing out that some actions affect how others are feeling. They remind children to express themselves through using words rather than actions and consistently praise children's positive behaviour. Staff are deployed adequately across both rooms and the outdoor area in order to meet children's welfare needs.

There is an adequate range of toys and resources. The setting has invested in new equipment and the play spaces are becoming more accessible and engaging. However, the original investment has been limited mainly to furniture such as tables and storage units. This means that children lack a wide range of open-ended resources to lead their own play. For example, a group of children choose to play in the water play. Their time at this activity is limited because there are few resources to play with and so instead they run a few play cars around the edge and then walk away. The lack of resources means that valuable learning opportunities are missed. In addition, there is general lack of books and programmable toys available for children in the older age range to access. This is in part due to lack of selection but also down to weaker planning as less confident staff fail to fully resource the rooms at the beginning of the session.

Children's good health is promoted throughout the setting. Children enjoy nutritious snacks which they are encouraged to prepare for themselves. They are adept at buttering their own crackers and pouring their own drinks. This social time is used well by staff to promote conversation, good manners and turn taking. Children build their confidence in speaking in a group and show kindness for others as they offer to pour drinks for their friends. They sit well and engage in purposeful conversation. Hand washing and toileting is suitably supported by staff. This helps children to prepare for their move to school. Staff follow suitable procedures for managing children's individual health needs. Accidents are attended to by staff trained in first aid and records of all accidents are maintained and reported to parents. There are effective arrangements for sharing information with parents and safely managing any specific medical or dietary needs. Children benefit from fresh air and exercise in all weathers. Access to the garden is promoted throughout the session so children who learn better outside have opportunities to dig, climb, balance and explore. They enjoy looking for bugs under logs and making mud pies in the mud kitchen. Staff remind children about rules for keeping safe when using the equipment and encourage children to take considered risks within a safe environment.

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

Appropriate safeguarding procedures are in place to promote the safety and welfare of children. The premises are kept secure as each exit is fitted with electronic locks and staff are well deployed across the rooms to supervise children as they go about their play. Suitable recruitment and vetting procedures are in place and followed to ensure that staff are suitable to work with children. Each member of staff has a Disclosure and Barring Service check before they start and all staff, including agency staff, complete an induction to ensure they have a secure understanding of their working responsibilities. There are effective systems in place to check the ongoing suitability of staff who are aware of their responsibility to inform the management team of changes to their health or suitability status. All staff, including agency staff demonstrate an appropriate understanding of child protection issues. They have completed safeguarding training, are able to identify the signs and symptoms that would cause concern and they know the correct procedures to follow as a result, to help keep children safe. The use of mobile phones, tablet computers and cameras are suitably managed as staff and parents observe the setting's policy. The manager as the named person for child protection has a suitable understanding of the referral process if staff have a concern about a child in their care. Senior staff have met their responsibilities in attending designated child protection training. More recently the team have revised their procedure on what to do if an allegation is made against a member of staff. This now includes robust procedures for referring any concerns on to the appropriate agency for investigation. Staff demonstrate a good awareness of the whistle blowing policy. Risk assessment procedures are thorough and staff complete daily safety checks and regularly review risk assessments to support children's welfare. Required records of children's family details are kept and staff maintain daily attendance registers. All documentation to support children's ongoing medical needs are maintained. Staff act suitably when a child becomes unwell to support their well-being.

Procedures to monitor the effectiveness of the educational programmes are adequate overall but improving. Issues with staffing have led to a delay in delivering good quality learning experiences for older children. This has had an impact on the amount of progress they make in their learning. However, in recent months staffing has become more stable and there has been a noticeable improvement in the quality of staff assessments, their confidence when working with the children and an increased focus on individual learning needs. However, staff's skills and knowledge vary in quality, and consequently, the provision is not consistently good. New initiatives to support learning are becoming embedded and partnership working with outside agencies, for example speech and language workshops is beginning to have an impact. As a result, the gap is beginning to narrow for some children who have fallen behind in their learning.

The manager and quality team have a suitable regard to self-evaluation. They have adequately identified the strengths and weaknesses in both the educational programmes and the varying levels of support staff provide to the children. An action plan has been drawn up and staff are working in partnership with the children's centre, local authority and cluster settings to work through these points and embed new practices. Parents' views are also sought in order to inform the evaluation process. For example, parents state that they would like an earlier snack time and a more structured approach to helping older children prepare for the move to school. Staff have re-organised the day's routine and introduced key-person work groups which allow children to focus on structured tasks in readiness for school. Since the last inspection the setting has addressed the majority of

actions set and as a result safeguarding procedures, including staff suitability are now more secure. A named person with responsibility for supporting children with special educational needs has been appointed. However weaknesses in teaching still remain. Ongoing issues with staffing have led to a delay in establishing and delivering many of the new initiatives to support good quality teaching. Staff supervision opportunities have only recently started to address the weaknesses and have not become sufficiently embedded to raise practice to a good standard since the last inspection. This remains a key focus for the team.

Partnerships between parents are friendly and positive. Parents receive all the necessary information about the setting's policies and routines as well as enjoying daily communication with their child's key person. They have opportunities to meet with staff at more formal parents meetings to discuss their child's next steps and to work together to meet these. They comment positively on how staff support their child's progress. In particular parents discuss the progress their children have made in their speech and language as a result of the setting's partnership with specialist staff from the children's centre.

## 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>	EY463861
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	965378
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	47
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	14/01/2014
<b>Telephone number</b>	01452 311 793

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

