

# Bargates Children's Centre

The Bargates, Leominster, Herefordshire, HR6 8QS

## Inspection date

18/08/2014

Previous inspection date

16/05/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Children make good progress in their learning and development because staff have good teaching skills and knowledge of how children learn. They extend children's learning through play, and take into account children's individual interests and play preferences.
- Effective partnership with parents and a well-established key-person system helps children form warm and secure attachments, promoting their well-being and independence.
- Children are safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting children in their care.
- Monitoring and self-evaluation are effective in maintaining continuous improvement in the nursery.

### It is not yet outstanding because

- Children do not have enough opportunities to see different kinds of print in their outdoor environment, to further support and enhance their literacy skills.

## **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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the provider, manager and staff.  
The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

## **Inspector**

Amanda Tompkin

## Full report

### Information about the setting

Bargates Children's Centre was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted school building in the town of Leominster in Herefordshire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. There are 20 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above. Two members of staff have achieved Early Years Professional Status and three staff hold Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are 145 children on roll in the early years age group and a further 60 school-age children who also attend after school and during school holidays. The nursery currently supports children with special educational needs and/or disabilities. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- create an outdoor environment rich in print where children can learn about words, for example, by using signs, posters and labels.

### Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and teaching is rooted in a good knowledge of how to promote the learning and development of children. Children's progress is monitored by the child's key person who puts together a learning journal, which is used to plot and track their individual progress. This is used effectively to ensure there are no gaps in their learning and to plan for children's next steps in their development. Staff discuss children's progress, activities and achievements with their parents on a daily basis and listen to what parents say about the activities and experiences their children have at home. This promotes a two-way flow of information, knowledge and expertise between parents and staff and has a positive impact on children's learning. As a result, children are progressing well towards the early learning goals.

Children benefit from a welcoming environment where staff are friendly, caring and spend quality time interacting and supporting them as they play. Children's communication and language skills are promoted well because teaching is good and staff engage in meaningful conversations with them. They chat happily together about familiar

experiences, such as, holidays, the weather and what they would like to do next. As a result, children's confidence and self-esteem is fostered. Children's physical development is promoted well because they have daily access to the outdoor area. Children can pedal bikes and practise their balancing and climbing skills. Staff plan a range of activities to support children's early writing and attention skills. For example, they provide chalk boards and chalks so children can mark make outdoors. This provides children with different opportunities to write for purpose. Children learn about and see print in books, however, there is scope to further improve children's awareness of letters and words through the use of labels, signs and posters in the outdoor environment, to further support children's literacy skills through consolidation.

Children enjoy activities and resources that promote all areas of learning well. As a result, they are developing skills to become effective learners, which helps with their later move to school. They are cared for in a bright and inviting learning environment and have easy access to the wide range of resources to interest and engage them. Children are encouraged to freely explore their environment and initiate their own play. Children's artwork is displayed around the rooms, which promotes their self-esteem and the accessibility of the resources enables them to develop their confidence with making their own choices and organising their own ideas. All children benefit from good interactions with staff and babies have lots of one-to-one contact and cuddles. Older children are supported well as staff are always close by to guide and enhance their play and learning. For example, staff encourage children to make aliens from the construction resources when they begin to become distracted in their play. As a result, children are motivated and enthused and remain focused. There are effective strategies in place to provide support for children with special educational needs and/or disabilities. For example, staff use good teaching methods, such as, signs, pictures and facial expressions. As a result, the gap is narrowing for those children who enter the nursery with development which is below the expected milestones for their age.

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

Children settle well into the nursery and are warmly welcomed on arrival. They develop close and caring relationships with all staff and particularly their key person. Children readily seek out a familiar adult should they be feeling tired or upset. Staff are caring and kind, giving lots of cuddles, support and reassurance. This genuine, warm and responsive reaction raises the children's confidence and contributes to their overall well-being and emotional security. The settling-in period is well-organised, so that key persons get to know children and their parents and share important information about their individual needs. This is done through gathering written information, providing flexible settling-in sessions and having purposeful discussions with parents. Parents have the opportunity to speak to staff at the end of each day to discuss their child's well-being and progress. As a result, parents are kept well-informed of their children's learning and development and staff and parents are able to continuously meet children's changing routines and needs.

Children's behaviour is good because it is managed positively with praise and encouragement. Children receive gentle reminders to play nicely with the toys and to

share and take turns. Children are reminded to walk while indoors and sit properly on furniture. Consequently, children begin to learn to understand dangers, the importance of keeping themselves safe and how to manage risk. Staff provide children with calming experiences throughout the day, such as, cuddles, reassurance and story sessions. Good attention is given to monitoring the care routines of babies and younger children, especially with regard to their feeds, meals and sleep routines.

Children are developing good, independent self-care skills. Some children use the toilet with confidence and other children feel secure to ask staff for help if needed. Children who are still in nappies are taken care of effectively by caring and attentive staff. Children's health is promoted well because the nursery follows good hygiene procedures and practices, which meet the children's physical, nutritional and healthcare needs. The nursery provides healthy and nutritious lunches, which are prepared onsite and take into account children's individual dietary requirements. Children learn how to make healthy food choices and to understand what foods are good for them. They have plenty of opportunities to have fresh air and to exercise and be physical because they have good access to the outdoor environment. Children are emotionally well-prepared for the next stage in their learning because staff give careful consideration to preparing them for school. The nursery has good links with a number of local schools and the reception teachers are invited to the nursery so that they can observe children in their own environment.

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

Leadership and management of the nursery is strong. Managers and staff have a good understanding of the welfare, safeguarding and learning and development requirements of the Early Years Foundation Stage. Children are effectively safeguarded as staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and know how to pass any concerns on effectively in line with their procedures. There are clear recruitment and vetting systems in place, which ensure all people working with the children are suitable to do so. Staffs' ongoing suitability is supported through effective systems for supervision, appraisals and performance management. Good arrangements are in place regarding the programme for professional development, leading to a knowledgeable staff team.

Managers and staff effectively assess and monitor the planning and delivery of the educational programmes. As a result, any gaps in children's learning are quickly identified and acted upon. Managers and staff work together as a motivated and supportive team. Since the last inspection, the two recommendations that were raised have been successfully addressed by using consistent tracking and planning systems throughout the nursery. Also, further learning opportunities have been provided outdoors to cover all areas of learning, although, some opportunities to enhance children's exposure to written words and labels is not maximised. Work continues in the outdoor area as the nursery is having a new fence fitted, and a lot of work has taken place to prioritise safeguarding further. This shows that the nursery is committed to driving self-initiated development that

improve the outcomes for children. Very good attention is given to partnership working with local agencies to secure timely intervention and support for children. Staff share information effectively with other professionals providing care for children and valuable transition documents are given to parents and other providers. This shows that staff understand how important it is to communicate with others, so that children receive complementary and consistent experiences in this nursery and on to school.

Partnerships with parents are very successful. Key persons spend time with parents at the beginning and end of the day discussing their children's needs and achievements. Consequently, parents are kept well-informed about their children's progress. Parents and staff are encouraged to participate in the setting's self-evaluation; views are gained through staff meetings and daily discussions with parents. Parents speak positively about the nursery and the progress their children make. They remark on the friendly staff and how their children love attending. Overall, children are happy, settled and enjoy the time they spend within the welcoming and happy environment.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	223498
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	866088
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	111
<b>Number of children on roll</b>	145
<b>Name of provider</b>	Gillian Bilbrough and Robert Bilbrough Partnership
<b>Date of previous inspection</b>	16/05/2011
<b>Telephone number</b>	01568 610400

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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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