

# Compass Childrens Centre Gloucester

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

<b>Inspection date</b>	16/09/2014
Previous inspection date	03/02/2014

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

- Staff praise children and celebrate their achievements helping build children's self-esteem and confidence.
- Staff give children opportunities to play indoors and outdoors with a range of suitable activities and resources, which also promote healthy lifestyles.
- Staff are enthusiastic as they play with children. As a result, children like to play alongside them as well as on their own.
- Staff encourage children to be independent and manage their personal care, which helps prepare them for starting school.

### It is not yet good because

- Staff do not have a clear enough understanding of children's next stages in learning, and how to challenge children during their play to help them make good progress.
- Staff do not give children enough time for to think and respond to their questions.
- Staff do not deploy themselves effectively enough during group times, so children do not always gain much benefit from the activities and learn to share adult attention.

## 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 playroom and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning, and records to check staff suitability to work with children.
- The inspector took account of the views of some children, staff and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector held meetings with the senior leaders of the centre.
- The leaders were invited to complete a joint observation.

## Inspector

Dominique Bird

## Full report

### Information about the setting

Compass Children's Centre Gloucester re-registered in 2013 under the ownership of Barnardos. The setting shares a site with Coney Hill Community Primary School, Gloucester, but is independent of it. Children use a large playroom, and a smaller one. There is an enclosed outside area with different surfaces. Pre-school sessions for children aged three and four years are held each weekday from 8.50am to 11.50am during term time. There is a specialist language group for children aged two to four years on Thursdays from 1pm to 3.30pm, 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 31 children in the early years age range on roll. The setting supports children with special educational needs and/or 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 three and four years. There are five members of staff, three of whom have level 6 qualifications and two have level 3 qualifications.

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

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

- raise teaching to be of a consistently good quality by improving the quality of staff interactions with children, including through use of skilled questioning techniques, to increase the opportunities for children to make good progress.

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

- help children to gain good communication and language skills, such as by giving children more time to respond to staff during conversations, and in their play
- improve staff deployment during adult-led activities, including when children are in small groups, so that children benefit from such experiences, and learn to share adult time and attention.

## Inspection judgements

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

Children are making progress in relation to their starting points on entry. This includes children with special educational needs and/or disabilities. This is because staff work

closely with health professionals to implement activities that support children's individual development. Staff implement the learning and development requirements, but the standard of teaching is not of a consistently good quality.

Staff routinely complete observations for every child and use these to gauge children's progress. Staff record this within individual children's records. This process enables the staff to link the children's learning accurately to the seven required areas and to identify what children need to do next in order to progress. Staff undertake assessments of children at regular intervals that include the progress check for children between the ages of two and three years. These assessments mean that staff readily identify where children may not be progressing as expected, ensuring that appropriate intervention is taken to close any gaps. However, not all staff understand the importance of providing follow-on activities to teach children what they need to learn next. They do not always question children well to challenge their thinking, so children's progress is slowed.

Overall, staff give children suitable opportunities to access experiences that support their development both indoors and outdoors. Staff provide resources that offer children the chance to explore and learn, and they have adequate time in the session's routine for free choice of play. Some staff promote children's communication and language skills by talking to them about what they are doing in their play, and asking questions to make them think. However, some staff are not so skilled. They used too many questions that required single word responses, which did not stretch children's thinking. Sometimes they did not give children enough time to think and respond either, which defeated the point of asking a question. This means that children do not receive good enough encouragement to have useful conversations during play. This slows progress in their communication and language

Staff spend time playing alongside children, observing their interests and giving them some one-to-one attention. For example, small groups of children painted with paintbrushes receiving help from a member of staff. However, some adults do not deploy themselves effectively enough to give such attention and encouragement to all children. These times are often interrupted by other things, so children do not always benefit from the activities. Children quickly tire of waiting for adult attention and wander off. This slows learning.

Parents receive information from staff about their children's learning, including how they settle in. Overall, staff engage adequately with parents. This two-way process means staff inform parents about their children's progress, and parents have opportunities to contribute to their child's learning. This approach promotes consistency between home and the setting.

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

Staff take particular responsibility for some children with whom they develop sound relationships. Children get to know which group they are in, and make secure attachments with the staff. As a result, children settle adequately. Staff are enthusiastic in their

interactions with children, which means that children like to play with them as well as on their own. This helps children be emotionally prepared for the move to the next stage of learning.

Staff give children clear messages about healthy lifestyles. They provide daily opportunities in the routine for children to play outside. This play benefits them because they develop and practice new physical skills, and have regular fresh air. Staff encourage children to be healthy during routines. For example, children help themselves to drinking water and choose healthy snack options. Children enjoyed snack time, and groups of children ate together. This promoted children's personal, social and emotional development through a sense of coming together, with children happy and sociable..

Staff teach children to be independent. As a result, children are suitably prepared for school. For example, children pour their own drinks at snack times. Staff teach children effective hygiene routines, which promote their self-care and builds their confidence in their own abilities. For example, children use the toilet independently and know to wash their hands afterwards. Children behave appropriately. They respond well to staff, helping to pack away toys when expected.

Children enjoy singing songs together, as they join in with actions and words. This time helps to build children's confidence to join in with some group activities. However, the lack of adult attention at some other group times does not build children's trust in staff consistently. During some planned activities children are encouraged to celebrate their achievements with their friends. For instance, when children shared a story board where they have drawn pictures and made attempts to write. Staff praise them for this learning, which helps build children's self-confidence.

Children with special educational needs and/or disabilities are supported well by staff for example, staff have been trained in specialist areas to support children with complex medical needs. Staff promote inclusion and this enables all children to have the same play opportunities. There are effective channels of communication in place with professional support agencies to promote the learning, development and well-being of children attending with any identified additional needs.

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

The members of leadership team have a sound understanding of their role and responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Overall, the educational programmes cover the areas of learning and help children make steady progress. However, the activities are not always challenging for some children, and staff do not always interact well and use consistent teaching techniques to extend learning further. This means teaching is not of a consistent good quality across the staff team, and children are not always helped to reach their full potential.

The arrangements for safeguarding children are sound. The leadership team has ensured that staff are aware of, and have a secure understanding of, the centre's safeguarding policy, and know how to implement the procedures. Risk assessments, and health and safety procedures minimise dangers to children's safety. This is an area that has improved since the last inspection. Information regarding the centre's safeguarding responsibilities is shared with parents through the provision of written policies and procedures, and by placing these on the centre's website. This helps parents understand how the centre staff care for their children. Parents feel well informed about their child's progress.

The leadership team manages systems for recruitment, the organisation of staff appraisals and supervisions well. Training and monitoring of staff's professional development is suitable, but some weaknesses in teaching have not been sufficiently addressed. The leadership team members have a clear vision for the centre. They continue to routinely evaluate the provision and seek to enhance this for children. They are actively involved in the daily practice of the centre, spending some time in the rooms and monitoring the quality of teaching. Self-evaluation is effective because it identifies the strengths and some areas to improve and prioritises them. This results in a detailed self-evaluation of the centre, and production of a targeted action plan. They have the capacity to continue to improve and develop further. They have already made significant improvements since the last inspection. The leadership team have a positive attitude to raising the standards of the provision to improve outcomes for children.

### **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. 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>	EY465015
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	965382
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Barnardo's
<b>Date of previous inspection</b>	03/02/2014
<b>Telephone number</b>	01452522738

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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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