

Bright Horizons (Walmore Hill School)

Walmore Hill, Minsterworth, Gloucester, Gloucestershire, GL2 8LA

Inspection date	13/01/2015
Previous inspection date	07/07/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Children enjoy their time at the group and learn to play safely and cooperatively. Parents are supportive of the group.
- Staff promote children's understanding of healthy eating by providing healthy snacks and nutritious hot lunches.
- Staff help children feel settled and secure in the group.
- Staff understand the need to keep children safe and take necessary steps to do so.

It is not yet good because

- Strategies to engage all parents in their children's learning are not always successful.
- Systems for the management and supervision of staff are not well established and do not routinely support staff to improve their teaching practice.
- Leadership and management do not routinely monitor the progress of individual children or groups of children and the quality of teaching in order to make ongoing improvements.
- Staff do not make the best use of available resources to provide a challenging and stimulating learning environment for all children.

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 spoke with and observed staff and children.
- The inspector observed care routines.
- The inspector took into account the views of parents spoken to on the day.
- The inspector met with the manager and sampled documentation, including children's records and the safeguarding policy.
- The inspector offered the manager the opportunity to carry out a joint observation of an activity.

Inspector
Sarah Holley

Full report

Information about the setting

Bright Horizons (Walmore Hill School) opened in 1997 and operates from a room within Walmore Hill County Primary School, situated on the outskirts of the town of Westbury-on-Severn. There is an enclosed hard-standing area for outdoor play. There is disabled access to all areas used by the group, as well as an accessible toilet. Children attend from the local village and outlying areas. The group is open on a Tuesday and Thursday during term-time from 9am to 1pm. A maximum of 20 children may attend the group at any one time. The group is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently eight children on roll, all aged between two and five years old. The group is run by a voluntary management committee and employs three members of staff. All members of staff hold a relevant childcare qualification at level 3.

What the setting needs to do to improve further

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

- introduce and maintain a system of regular supervisions for all staff to improve their personal effectiveness and the quality of the teaching
- ensure that all resources, indoors and out are used effectively to offer appropriate challenges for all children.

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

- develop further systems for effectively involving all parents in all aspects of their children's learning
- ensure effective systems are in place to monitor the delivery of the educational programmes and the progress of all children.

Inspection judgements

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

Staff understand the learning and development requirements of the Early Years Foundation Stage. They plan a range of activities that help children to learn through play. Staff take account of children's interests and stages of development to plan activities that will help them learn new skills, such as counting, and recognising and naming colours.

Children with additional needs are generally well supported by staff who help them to make steady progress in their learning. Staff plan activities to help children gain useful skills. For example, children who are anxious about washing their hands are encouraged first to play with warm, soapy water in the classroom before being introduced to the hand-washing sinks in the cloakrooms.

Children enjoy their time at the group and play happily alongside each other. However, not all activities are well planned or offer sufficient challenge to keep children occupied for any great length of time. As a result, children move quickly between activities and do not become engrossed in their play and learning. This is particularly evident when outside. Children thoroughly enjoy the opportunity to be out in the fresh air but spend much of their time running up and down the playground. Staff do not make best use of the learning opportunities that are present, for example puddles and wind, to teach children about the natural environment. Consequently, not all children make the best possible progress although most children do acquire the basic skills they need for the next stages in their learning.

Staff encourage children to practise important self-help skills and children happily pour their own drinks and tidy away their plates at snack time. However, the quality of the teaching is variable. Staff ensure children are settled before reading a story and children are encouraged to join in with repeated refrains. Staff do not make the most of opportunities to extend children's use of mathematical language when scooping and pouring sand and as a result, children's involvement is at a mundane level.

Parents are welcomed into the group and staff spend time at the end of sessions telling them about what their child has enjoyed doing and offer parents the opportunity to take home their child's 'learning journey'. However, strategies to engage parents more fully in their child's learning are not always successful.

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

Staff help children feel settled and secure. The well-established key-person system ensures that each child has a particular member of staff who they can approach if feeling unsure. Children snuggle into their key persons while listening to stories. Staff help children learn how to share and play cooperatively and as a result, children behave appropriately for their age.

Staff help children understand about healthy eating by providing nutritious snacks and sitting with children while they all enjoy a hot lunch together. Staff offer children opportunities to play outside in all weathers and so children's understanding of the benefits of fresh air and exercise are appropriately developed.

Staff take steps to ensure the environment is safe and clean. However they do not always make the most of the space or resources they have indoors and outside. They do not organise all resources to ensure they are inviting and exciting for children. Resources to encourage children to play together and re-enact scenes from their home lives are presented in cluttered boxes and children cannot easily access toy animals and vehicles

because of the positioning of the climbing frame. Therefore, children do not freely select and use a range of resources to extend their own play and learning.

Staff ensure there are plenty of opportunities for children to visit schools as they prepare to move to the next stage in their learning. As a result, most children are happy and confident about moving to school.

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

The provider and manager understand their responsibilities with regard to the learning and development requirements of the Early Years Foundation Stage. However, there are no formal systems in place to monitor the delivery of the educational programme. As a result, leadership and management do not have a clear idea of all the improvements that need to be made to resources and activities. Therefore, the required improvements are not always identified and made to benefit children.

The provider ensures that staff receive annual appraisals and additional informal feedback on their performance. Staff are encouraged to attend training. However, there is no formal system for regular supervisions to help staff review the quality of teaching and the impact of training on children's learning. As a result, staff do not always know what they need to do to improve the quality of teaching and learning.

Leadership and management understand the importance of keeping children safe. They take necessary steps to ensure the suitability of all staff who work with the children. There are policies and procedures in place to support this aspect of their work. All staff understand their responsibilities to keep children safe and know what steps they must take if they suspect a child may be at risk of harm or neglect.

The manager has an understanding of the progress individual children are making and is sometimes able to identify when groups of children are not making good progress in some areas. For example, she recognises when groups of children need additional support to develop their speaking and listening skills. This does not always lead to a sharp enough focus on the teaching of these skills and as a result, gaps in learning are not always closed as quickly as they could be.

Leadership and management aspire to improve. They take note of parents' needs when planning operating times for the group and actively seek the support of other professionals, such as speech therapists, to help ensure children receive appropriate outside help and support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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

Unique reference number	101733
Local authority	Gloucestershire
Inspection number	839126
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	8
Name of provider	Bright Horizons (Walmore Hill School) Committee
Date of previous inspection	07/07/2009
Telephone number	01452 750 373

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

