

Inspection date	4 December 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not use the information that they gather from observations and assessments well enough, to plan and provide suitably challenging activities for children.
- Staff monitoring of children's progress is not precise enough, to fully identify and close gaps in learning. Children do not make the good progress of which they are capable
- Partnerships with parents are not secure. Leaders do not provide parents with information about changes to routines and activities in a timely manner.
- The arrangement of the resources and environment does not encourage children to be interested and challenged. Leaders have identified areas for improvement. However, action taken has not had an impact on the quality of the service provided.
- The provider does not have all relevant information and documentation available for inspection

It has the following strengths

- Children are happy and well settled. They develop secure relationships with the staff and leaders. They learn to be kind and take turns during play.
- Leaders and staff take positive steps to minimise risks to children, to help ensure that they are kept safe.
- Children benefit from opportunities to be physical and to learn outdoors. For example, they use the wooded area to explore and play imaginatively.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve the assessment systems to identify specific next steps for children and use these to plan challenging activities that support and extend children's learning and development 	21/12/2017
<ul style="list-style-type: none"> ■ ensure that parents are well informed about changes that are made to the routines and activities that their children are involved in 	18/12/2017
<ul style="list-style-type: none"> ■ ensure that information and records are readily available for inspection, with particular regard to staff's first-aid certificates. 	18/12/2017

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

- provide children with a stimulating environment to encourage them to play and explore, and ensure that resources are available and organised to meet children's needs and interests
- refine ways for parents to be more involved in evaluating the setting so that their opinions are included to assist in identifying areas for further improvement.

Inspection activities

- This inspection was carried out following the risk assessment process.
- The inspector observed the quality of teaching, and the interactions between the staff and children.
- The inspector looked at written documents, including staff files, policies, procedures and risk assessments.
- The inspector held a leadership and management meeting with the manager, and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the leader. She took into account the views of the parents spoken to on the day of the inspection.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders and staff have a suitable understanding of the procedures to follow if they have a concern about a child's welfare. Leaders and staff effectively implement the setting's policies and procedures, including for equal opportunities, child supervision and managing complaints. They are committed to their ongoing professional development, to further their knowledge and develop their teaching. For example, they gain relevant qualifications in early years. The leaders have not ensured that documentation, such as first-aid certificates, is readily available for inspection. However, staff confirmed that they have completed current paediatric first-aid training, so this does not significantly impact on children's welfare. Leaders identify some weaknesses in practice. However, the action taken has not yet raised the quality of the provision and the monitoring of children's progress to a good level. Parents are not well informed about changes to routines, or involved in evaluating the service that is provided. Staff deploy themselves well and ensure that children are safe.

Quality of teaching, learning and assessment requires improvement

Staff develop good relationships with children. Children are confident and sociable. For example, they excitedly make food for the staff and other children in the role-play area. Staff support children to gain a mathematical awareness. For example, as they explore the rice, young children are encouraged to use mathematical language such as 'more', 'less', 'full' and 'empty'. Staff regularly observe and assess children's development. However, information gathered from assessment is not effectively used to target teaching and close gaps in learning. Systems to monitor children's progress are in their infancy and not fully developed.

Personal development, behaviour and welfare require improvement

Staff help children to settle in and feel secure in their care. For example, they work with other professionals to support the children and their families from the start. Overall, children are eager to be involved in activities. For example, they enjoy building a train for the plastic animals and are keen to involve the staff. Although the setting has a wide range of resources, this is not easily available to encourage children to make their own choices about what they play with. Children are keen to explore but lose interest quickly as activities are not consistently challenging enough to meet their learning needs.

Outcomes for children require improvement

Children gain some skills that support them with the next stage of their learning and their eventual move to school. For example, they are kind and considerate and develop good social skills. Older children learn to be independent. For example, they get themselves ready to go outside. Weaknesses in planning and assessment mean that children do not make the good progress of which they are capable.

Setting details

Unique reference number	EY539415
Local authority	Gloucestershire
Inspection number	1118477
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	24
Name of registered person	Barnardo's
Registered person unique reference number	RP518879
Date of previous inspection	Not applicable
Telephone number	01452 417060

Finlay Eec re-registered in 2016. The setting is situated in a children's centre in Gloucester. The setting operates from 8.45am until 3.30pm from Monday to Friday, during term time only. There are five staff who work with the children, most of whom hold qualifications in childcare. Of these, three staff hold qualifications at level 3 or above.

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.

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