

Inspection date	13 June 2018
Previous inspection date	4 December 2017

	This inspection:	Requires improvement	3
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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:

- Managers do not provide sufficient monitoring and coaching to ensure that staff have the skills they need to support them in taking every opportunity to extend children's learning.
- Staff do not plan and provide a sufficiently stimulating learning environment. Children do not have enough interesting and challenging learning experiences and resources to encourage them to explore further.
- Staff do not regularly seek parents' views on their children's learning and development. For example, they do not involve parents in assessing children's development when they complete the required progress check between the ages of two and three years.
- Staff provide limited opportunities for children to explore diversity and so children do not gain a broad understanding of people and communities beyond their own.
- Children have limited opportunities to learn about technology.
- Due to weaknesses in teaching, not all children are making as much progress as they could.

It has the following strengths

- Children are happy and comfortable. They develop positive relationships with staff.
- Staff have maintained consistency in routines for the children during recent staff changes. This helps children to feel secure.
- Staff use risk assessments effectively to provide a safe environment for the children.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ plan and provide a stimulating environment with interesting and challenging resources and learning experiences that encourage children to play and explore 	13/07/2018
<ul style="list-style-type: none"> ■ provide effective mentoring and coaching for staff to improve the quality of teaching, to ensure that they understand how to extend children's learning. 	13/07/2018

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

- seek the views of parents on their children's learning and development, and use these to inform assessments of children's progress
- provide a range of opportunities for children to learn more about people, families and communities beyond their own and so extend their understanding of diversity and difference
- increase opportunities for children to develop their understanding of technology, including how their actions influence what happens.

Inspection activities

- The inspector had a tour of the setting, including discussing health and safety with the manager.
- The inspector observed care and teaching practices indoors and outdoors, including discussing a joint observation of practice with the manager.
- The inspector spoke with parents, staff and children, and took account of their views.
- The inspector examined a range of documentation, including that relating to statutory requirements.
- The inspector held leadership and management meetings with the manager and the team manager.

Inspector
Patricia Pillay

Inspection findings

Effectiveness of the leadership and management requires improvement

Following a difficult period, changes have been made to strengthen the management team and there are plans in place for the future. The new manager has started to evaluate the provision and understands that this is a valuable means of driving development. She is aware that staff require support to improve their practice. However, she has only been with the setting for a very short time, so changes have not yet been implemented. Since the previous inspection, the manager and staff have taken action to ensure that parents are promptly informed of changes to routines and activities in which their children are involved. However, parents are still not fully involved in assessments of their children's learning. Safeguarding is effective. The manager and staff know the signs that would alert them to concerns and the actions that they should take.

Quality of teaching, learning and assessment requires improvement

Since the previous inspection, management and staff have become better at identifying next steps for each child's learning. However the activities and resources that they plan and provide to support this learning are not sufficiently challenging. For instance, construction resources do not enable children to use their imaginations to explore and experiment and so they quickly lose interest. There are limited opportunities for children to explore the use of technology and how things work. Staff provide effective support for children's developing language skills. For example, they use visual resources, such as pictures of seeds growing into sunflowers, to provide talking points and children enjoy sharing these conversations. Even the youngest children confidently use pictures of the day's routine to remember what happens next.

Personal development, behaviour and welfare require improvement

Children have limited opportunities to learn about the lives of others. There are few resources that reflect positive images of diversity or that acknowledge the backgrounds of children attending. Positive relationships between staff provide good role models for children. Children are polite and kind to others and take account of their needs, such as by helping to find a lost hat. Staff help children learn about keeping healthy. For example, at snack time they talk about how their milk and fruit keeps their bodies healthy. Staff provide opportunities for children to share activities in small groups to develop their social skills. However, they quickly pack the resources away at the end of the game so children cannot explore and examine the resources independently.

Outcomes for children require improvement

Weaknesses in teaching and planning mean that children do not make as much progress as possible. Children enjoy their time at nursery. They are especially excited by the very animated story times where they have lots of opportunity to participate in telling the story. Older children are beginning to develop skills they will need when they move to school. For example, they change their own shoes to go outside.

Setting details

Unique reference number	EY539415
Local authority	Gloucestershire
Inspection number	1119874
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	16
Number of children on roll	27
Name of registered person	Barnardo's
Registered person unique reference number	RP518879
Date of previous inspection	4 December 2017
Telephone number	01452 417060

Finlay EEC registered in 2016. The setting is situated in a children's centre in Gloucester. The setting operates from 8.45am until 3.30pm on Monday to Friday, during term time only. There are five staff who work with the children. Of these, one holds a relevant early years qualification at level 6, three hold relevant early years qualifications at level 3 and one holds a relevant qualification at level 2. The setting receives funding for the provision of free early education for children aged two, three and four years.

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