

Inspection date	31 January 2019
Previous inspection date	13 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The nursery's self-evaluation is accurate as it involves the views of staff, parents, local authority advisers and an experienced area leadership team. This means that improvements are targeted well. All actions and recommendations from the last inspection are met.
- Children have fun at this small and friendly nursery. They form close bonds with the staff who help them to feel valued and important. For example, staff consistently praise children's efforts so they gain in confidence and feel good about themselves.
- Staff use effective systems to observe, plan and assess children's progress in order to build on their knowledge. Leaders monitor these systems successfully to enable consistent practices throughout the nursery.
- Staff teach the basics well and help children develop good social, physical and communication skills. Children learn to manage their feelings and play with others. They enjoy a variety of interesting and inspiring activities and are keen learners.
- Staff work effectively with other professionals involved in children's care, learning and welfare to benefit children. For instance, staff have strong links and follow the advice of advisory teachers and speech and language therapists. All children, including those with special educational needs and/or disabilities, make good progress.
- Partnerships with parents and carers are strong. Staff encourage parents to spend time in the nursery observing their children jointly. They work together consistently, sharing information about children's learning at home and their changing interests.
- Staff do not always adapt teaching to ensure that children of different ages and abilities are challenged in their understanding of mathematics.
- The new staff team strives towards consistently high standards. However, staff interactions occasionally lack challenge to support all children to reach the highest level, and to bring about rapid progress.

What the setting needs to do to improve further

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

- enhance the opportunities for children of different ages and abilities to engage in activities that strengthen their understanding of mathematics
- build further on the systems for coaching staff to raise teaching to the highest level.

Inspection activities

- The inspector observed activities and staff interactions with children playing and learning indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with a senior practitioner.
- The inspector reviewed a range of documentation, including samples of policies and procedures, children's records and evidence of staff suitability.
- The inspector spoke with children, parents and staff at appropriate times and took account of their views.
- The inspector held discussions with members of the leadership team and staff about future development plans, safeguarding and risk assessment.

Inspector
Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders show a clear focus on keeping children safe. They and the staff have an excellent understanding of child protection issues and the procedures to follow if they have concerns about the welfare of any child. Recruitment procedures are effective in checking the initial and ongoing suitability of staff. The manager completes sessions with each member of staff to support their continued professional development, along with discussions at frequent staff meetings. These help to identify further training needs and ensure staff are valued and supported. Staff have used training well to enhance their skills in planning for children's learning experiences. For example, this has led to an increase in materials and activities which children can explore in a variety of ways. Parents state that their children enjoy their time at the nursery. They note the improvements staff have made to the play areas to benefit children, particularly outdoors.

Quality of teaching, learning and assessment is good

Staff know children and families well. They use this knowledge to plan activities to meet children's changing needs and to close any gaps in their learning. For example, children learn to share and listen to each other as they play a lively turn-taking game, throwing a giant dice between staff and their friends. Staff provide good support for children's language and communication skills, underpinning all their learning experiences. For instance, staff discuss with children how they feel when they go on an imaginary bear hunt together. Children use visual cards for prompts, and consider whether the bear meant to frighten the children. This helps them understand the feelings and needs of others. Staff ensure children enjoy a wide range of activities that support them to explore and investigate. For example, children mix colours and water to make potions, and make finger marks in flour and foam. This supports their small muscle skills and imaginations as they create their ideas.

Personal development, behaviour and welfare are good

Staff are caring, positive role models. They use a calm, sensitive approach to teach children how to behave, play safely and learn good manners. Staff promote children's good health through regular access to fresh air and the provision of healthy snacks, milk and fresh water. Children benefit from long periods of uninterrupted time in the fresh air where they play energetically in the nursery garden. Staff encourage all children to take some responsibility, such as helping at tidy-up times, dressing for outdoor play and attending to their own personal care needs.

Outcomes for children are good

Overall, children are prepared well for their move on to school. They enjoy many literacy activities, including stories and practising early writing skills. They learn to do personal tasks independently, such as washing their own hands and zipping up their coats when preparing to go outside. Children develop their physical skills well. For example, they use good hand-to-eye coordination as they learn to use a knife to spread butter on crackers, press buttons to program a microphone and create shapes out of chopsticks.

Setting details

Unique reference number	EY539415
Local authority	Gloucestershire
Inspection number	10089417
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
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	13 June 2018
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 three staff who work directly with the children. All three hold relevant early years qualifications at level 3. The setting receives funding for the provision of free early education for children aged two, three and four years.

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