

# Inspection of The Forest of Dean Children's Opportunity Centre

Bowens Hill Road, Coleford, Gloucestershire GL16 8DU

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Inspection date: 3 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Staff value each child as a unique individual at this setting. There are a high proportion of children with special educational needs and/or disabilities (SEND). Targeted support is swiftly put in place to ensure children make the best possible progress. Staff know children extremely well and draw upon this knowledge to ensure teaching builds on what children already know. Staff celebrate every small achievement. They use good teaching strategies to support learning and development.

Children enjoy well-planned outside sessions in the nature area. For example, an excellent storytelling session enthralled children, and they listen avidly. The lead practitioner draws children into the story by capturing their imagination and attention. By altering her tone, pace and dynamic she takes the children on a journey. Children take part in the story. For example, they close their eyes and peep out to wait for mother owl to swoop in. Every opportunity to engage children, motivate their learning and foster a deep love of stories and books takes place. Children then create dough owls on the path, adding buttons and making families. Children thrive as they receive extensive praise, and they beam with pride. Children's self-esteem and emotional security are a key area of strength at this setting.

## What does the early years setting do well and what does it need to do better?

- Leaders have considered their curriculum well. They tailor the curriculum to support children to make good progress. This helps to close any gaps in children's learning.
- Mealtimes are sociable times. Staff and children sit together and talk about their day. Staff support and encourage healthy eating. They support children in their emerging independence, for example opening packets and undoing lunch boxes.
- Children are physically active throughout the day. They receive encouragement to take and manage risk in a safe environment. For example, children develop core muscle strength as they clamber over banks and weave in and out of large rocks.
- Staff consider ways to capture children's curiosity and imagination. They respond very quickly to children's interests, for example the wind blowing streamers tied to a pole. Staff extend this further by attaching a large piece of fabric to a climbing frame. Children watch and feel the cloth as it flaps in the wind. Staff encourage children to observe the effect of the wind.
- Parents are complimentary about the warm and friendly approach they receive from staff. The setting works closely with parents. Leaders offer early help and extra support when needed. The setting employs a family support worker who liaises closely with families. Staff share learning and offer tips to extend learning

in the home.

- Older children flourish under the expert guidance of their room lead. Every opportunity to extend learning and capture children's interest takes place. Children behave well and respond positively to staff. However, this is not as evident with younger children. Staff do not always have high enough expectations for behaviour. For example, during group time, staff and children do not clear away the toys, choosing instead to sit among them. This means children become distracted and lose focus.
- Children with SEND have their needs met exceptionally well. Leaders work extremely well with external agencies and parents. They ensure the most vulnerable children are well supported.
- Staff provide effective targeted support for children who need to develop their communication and language skills. Children who have limited speech receive support to communicate in a variety of ways. For example, staff aim to enter children's world by following their communication style. They imitate their actions and repeat the sounds they make.
- Children learn about the similarities and differences between themselves and others. Staff are clear with children about the different learning needs and physical abilities of the children who attend. Children learn to be highly accepting of the diversity that exists between them.
- Staff receive regular supervision sessions. However, inconsistencies in the quality of teaching mean that not all children receive the same high-quality interactions. The leadership team has identified these areas for improvement but has not addressed them quickly enough.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and the lead practitioner are confident in their roles as designated safeguarding leads. The manager responds quickly to any concerns raised by staff and/or external agencies. Staff can confidently identify the signs and symptoms of abuse and know the process to follow should they have concerns. Staff and leaders know what to do should they have a concern about a member of staff. The manager and staff provide a safe environment for children to learn and develop. Children learn how to keep themselves safe and manage appropriate risks.

## What does the setting need to do to improve?

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

- explore ways to maintain and build on good practice by focusing professional development on opportunities to further enhance teaching skills
- support staff who work with younger children to manage behaviour in a consistent way so that expectations are clear and managed effectively.

## Setting details

<b>Unique reference number</b>	101592
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10263509
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Forest Of Dean Children's Opportunity Centre Committee
<b>Registered person unique reference number</b>	RP519932
<b>Telephone number</b>	01594 837552
<b>Date of previous inspection</b>	4 May 2017

## Information about this early years setting

The Forest of Dean Children's Opportunity Centre registered in 2009. The centre is located within the grounds of the local school in Coleford, Gloucestershire. The setting is open Monday to Friday, from 8am to 5pm, all year round except for bank holidays and the Christmas period. There are 10 staff who work directly with the children. Of these, three hold early years professional status and three hold an appropriate level 3 qualification. The manager holds early years professional status. The setting receives funding to provide early education for children aged two, three and four years old.

## Information about this inspection

**Inspector**  
Gwyneth Keen

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager and the inspector completed a learning walk together. The manager discussed with the inspector what they want children to learn and how they will do this.
- The inspector and the manager carried out a joint observation of a group activity in the nature garden.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection 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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