

# The Forest of Dean Children's Opportunity Centre



Bowen's Hill Road, Coleford, Gloucestershire, GL16 8DU

<b>Inspection date</b>	4 May 2017
Previous inspection date	9 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the 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 manager is a very effective leader and has successfully addressed the areas for development identified at the last inspection. She is passionate about improving the service the team offers to all the families and children who use the centre. She seeks the views of parents, children, staff and others to identify strengths and areas for improvement.
- The manager and dedicated staff have a good understanding of how children learn. They provide a wide range of stimulating activities that is well thought out and interesting for children. This helps all children continue to make good progress.
- The manager and staff are good role models for children. They use positive language and give gentle reminders about expectations for their behaviour. Consequently, the atmosphere in the centre is calm and conducive to learning.
- Partnerships with parents are well established and effective. Staff keep parents informed of their children's ongoing learning and progress. They provide parents with ideas and resources so they can continue to support children's achievements at home.

**It is not yet outstanding because:**

- At times, staff do not recognise opportunities to extend children's mathematical understanding and vocabulary.
- Staff are sometimes a little prompt to provide answers rather than waiting for children to work them out for themselves.

## What the setting needs to do to improve further

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

- extend opportunities for children to practise and develop their early mathematical understanding and vocabulary
- allow children more time to think and to answer to further strengthen their concentration skills and to be fully involved in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the management team and nursery manager.
- The inspector looked at a range of relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with one of the centre managers.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from written feedback.

### Inspector

Lesley Voaden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a very secure understanding of child protection procedures. Staff ensure that children receive good quality care and are kept safe from harm in secure premises. Staff recruitment and induction are robust and staff are familiar with procedures. The manager effectively supports staff to help improve the quality of teaching. All staff are qualified and training is given high priority. For example, training on total communication supports children who have special educational needs and/or disabilities and has helped to improve the staff's professional knowledge and skills. Additional funding is used well to purchase resources to suit children's interests and learning needs.

### Quality of teaching, learning and assessment is good

Staff gather the views of parents about their children's care and learning when they first join the setting. They use this information well to establish clear starting points for learning when they start. Staff observe and assess children's development accurately and use this information to plan activities and use strategies to support their individual needs effectively. For example, they provide a wide range of sensory resources and purposefully engage children in exploring different textures using their senses. Staff support children's early literacy development well. For example, they select books and enjoy listening to stories. Children learn about and value different cultural and religious festivals, and they also begin to value each other's differences.

### Personal development, behaviour and welfare are good

Children are emotionally well supported by the caring and attentive staff, who help them to form strong attachments. Many of the team have worked at the setting for several years and offer stability for parents and children. Parents speak highly about the personalised care their children receive. Children benefit from good arrangements to help them settle in, including an effective key-person system. Children enjoy physical exercise outdoors, for example, as they take turns on the slide and race around on scooters as part of developing their health and well-being. Children learn to do things for themselves, such as serving themselves snacks and putting away their own lunch box.

### Outcomes for children are good

All children, including those who speak English as an additional language, those who have special educational needs and/or disabilities or who are in receipt of additional funding, make good progress in relation to their starting points. Children are motivated to learn and explore new activities. They are confident and happily socialise with other children. From a young age children are learning to tidy up and share toys. They are well behaved and develop the skills they need for the next steps in their learning.

## Setting details

<b>Unique reference number</b>	101592
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1088859
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Forest Of Dean Opportunity Centre Committee
<b>Registered person unique reference number</b>	RP519932
<b>Date of previous inspection</b>	9 June 2015
<b>Telephone number</b>	01594 837552

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. It is open each weekday except for the Christmas period and on bank holidays. Term time sessions are from 9am to midday and from 12.30pm to 3pm. The play scheme is open from 9.30am to 3pm during every school holiday. There are 11 staff who work directly with the children. Of these, nine hold appropriate early years qualifications at level 3 and above, and one holds early years professional status.

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