

# Edgmond Owls

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY356302
<b>Inspection date</b>	10 July 2008
<b>Inspector</b>	Jacqueline Mason
<b>Setting Address</b>	St. Peters Primary School, The Tree House, Stackyard Lane, Edgmond, NEWPORT, Shropshire, TF10 8JQ
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<b>Registered person</b>	Edgmond Owls Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Edgmond Owls Pre-school day care and out of school club is operated by Edgmond Owls Ltd. It opened in 2007 and operates from a new building in the grounds of St. Peter's Primary School in Edgmond, Newport, Shropshire. The setting has sole use of a large classroom, toilet facilities, kitchen and office facilities. The out of school facility shares a second classroom with the school. There is a fully enclosed outdoor play area.

A maximum of 32 children may attend the provision at any one time. There are currently 41 children on roll. Of these, 31 receive funding for nursery education. The provision is open each weekday from 07.45 to 18.00 for fifty weeks of the year. Children come from the local area. Six members of staff work directly with the children. Of these, four hold appropriate early years qualifications and two are working towards a level two qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are learning about the importance of good health and hygiene through daily routines, such as washing their hands before eating and after toileting. They understand the importance of hand-washing and talk confidently about germs and the need to remove them. Procedures for sick children are effective to ensure that the needs of all children are met if they are unwell. All necessary documentation, with regard to medication and accidents, is in place.

Healthy eating is promoted through the provision of healthy snacks. Good attention is paid to encouraging children to make healthy choices about what they eat through providing a varied range of food products such as fruit, cheese and scones. Parents and carers provide packed lunches for children staying for 'lunch club'. Children are able to have a cooked school meal if preferred. Children have a choice of water or milk at snack time. Fresh drinking water is available at all times and children have individual water bottles to which they help themselves. Staff do not ensure that all children have a drink after taking part in active physical play, such as practising for 'sports day', to ensure that they do not become dehydrated, although children are reminded that their water bottles are available.

Physical development is promoted well. Children enjoy active physical play and have freedom of movement between indoor and outdoors spaces where there is a good and varied range of equipment such as bikes, climbing equipment and balls. In addition, children take part in regular physical education sessions in the main school hall, helping to contribute to a healthy lifestyle.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Security of the premises is very good to prevent unauthorised access and to ensure that children are not able to leave unsupervised. Effective collection procedures are in place to ensure that children are not able to leave with persons not nominated by parents and carers. Children are further protected because staff have an excellent knowledge and understanding of child protection issues. They have a thorough awareness of the signs and symptoms of abuse and are able to put necessary procedures, in line with Local Safeguarding Children Board guidelines, into practise to ensure that children's welfare is protected.

The physical environment is welcoming to children, parents, carers and staff. Children's art work is displayed well, and, along with displayed photographs of children at play, helps children to develop confidence and a sense of belonging. Toys and equipment are stored effectively in low-level storage units. Toys are stored in see-through boxes to enable children to select, use and return toys independently to their storage area. Regular cleaning and inspection of toys and resources is in place and this ensures that they are clean, safe and suitable for their purpose.

Staff take good steps to ensure that children are able to play safely both indoors and outside. For example, a safety gate restricts access to the kitchen and electrical socket covers are in place. Effective emergency evacuation procedures are in place. These are practised regularly to ensure that staff are aware of their responsibilities and children know what to do to keep themselves safe if the building needs to be evacuated quickly.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Staff have a sound understanding of how children develop and use the 'Birth to three matters' framework effectively to plan activities to promote good outcomes for children under the age of three years. A varied range of activities are planned and provided to promote all areas of development and to help children build on their natural curiosity as learners. Children enjoy exploring activities that are interesting and stimulating and through this are becoming confident in what they can do and gaining self-assurance. Consistent routines are followed that help children to be settled and confident. For example, children know that when they hear the 'tidy up music' they should help to tidy toys away. Staff have developed strategies to encourage this, including the daily presentation of a medal on a ribbon for children who have tried.

Adults show a good interest in what children say and do and respond well to them. They act as positive role models, treating children with respect and encouraging them to treat each other and adults respectfully. Adults are actively engaged in the children's play. They encourage them in conversation and help them to be engaged in the activity that they have chosen as well as in routine situations. Younger children sometimes struggle to maintain concentration during whole group activities, especially when they are waiting - such as during practises for sports day. Staff have some sensitivity to this and initiate activities such as singing and rhymes to distract children whilst they are waiting for their turn.

### **Nursery Education**

The quality of teaching and learning is good. This helps children to make good progress towards the early learning goals. Staff have a thorough understanding of the Foundation Stage of learning and use their knowledge of how children learn to set realistic challenges. Daily planning takes account of all six areas of learning and adult-led activities are linked to the stepping stones to ensure that the person leading the activity is aware of the learning intention. These activities are adapted well to meet children's individual learning needs.

Staff know the children well and are aware of their progress along the stepping stones. Individual children's profiles are developed through the careful observation of children during free-play activities and assessment of those observations. Adult-led activities are not evaluated effectively to ensure that they are being pitched at the correct level for all children to identify if children found it too difficult or insufficiently challenging. Despite this, children are making good progress because staff provide children with plentiful opportunities during their free play to independently consolidate this learning.

Children are developing a very good sense of belonging and separate readily from their main carer on arrival. They operate independently in the environment, confidently choosing the activity that they wish to take part in from the varied and interesting range available. Children are encouraged to be independent in self-care and readily take themselves to the bathroom. They understand about the importance of personal hygiene and understand the need to wash their hands before eating and after toileting.

Children are able to make links between their home and nursery environment and confidently speak in both small and large group situations, taking turns in conversation and understanding the need to listen to others. The role play area is currently a 'beach shop' and children use this well as a basis for conversation, telling the adult about the holiday that they are going on. Staff skilfully extend this conversation to include encouraging children to talk about with whom they

will be holidaying, modes of transport and the activities that they might take part in. The role play area is further extended by the introduction of travel magazines, helping children to understand that print carries meaning. Children enjoy looking at books although the reading area is not set up to make it inviting and many of the books are inaccessible as they are in a unit that is behind the whiteboard. Despite this, children do enjoy stories and even older children enjoy snuggling in with an adult on a floor cushion to look at books. Children have a good awareness of initial letters and sounds and some children confidently write their first name from memory.

Children show a good interest in numbers and counting and readily count in routine and play situations. Older children are able to write down numbers from memory. For example, a child sat at the drawing table and began to write numerals in sequence, only struggling once she got past 20. Adult intervention at this stage encouraged the child to continue and helped to work out what numerals would be needed to make each number. Children are able to see and use number in everyday play situations, such as a foam floor 'jigsaw' where children confidently put the numbers in order. They are beginning to show an interest in number problems and respond well to concepts such as 'one more'. Observation and assessment records shows that children recognise and confidently name basic shapes, such as when operating simple computer programmes. Children show a good interest in information technology and are able to complete simple programmes without adult intervention.

Children enjoy exploring the natural world and readily make links to past experiences, such as finding sycamore 'keys' and linking them back to a previous topic on seasons. Outdoor play is enjoyed by all. Children are developing a good awareness of the effects of exercise on their bodies and adults help children to understand about warming-up and cooling-down before and after exercise. Daily opportunities are provided for outdoor play and children have freedom of movement between indoor and outdoor spaces.

### **Helping children make a positive contribution**

The provision is satisfactory.

Staff have a sound understanding of equal opportunities issues to help children learn about the world around them and the diversity of it. Children are learning about their own culture and beliefs as well as those of others through art and craft activities to promote festivals such as Easter, Christmas and Chinese New Year. Children's social, moral, spiritual and cultural development is fostered. Children take part in community activities, such as producing pictures of Olympic torches for the local County Show. Although children are valued well as individuals and staff work to meet their individual needs, staff do not have a good knowledge and understanding of the special educational needs 'Code of Practice (2001)' in order for them to ensure that appropriate action can be taken when such a child is identified or admitted to the provision. The setting is aware of their need to develop this area of their provision and a member of staff has been designated to attend training to ensure that it is developed. Children with learning difficulties and/or disabilities are welcomed into the setting and staff work well within the knowledge that they do have to meet their individual needs.

Children behave well and respond positively to the high expectations of staff. Staff are very good role models for children and as a result children are learning to respect the needs of others and are developing a good awareness of right and wrong. They readily share resources and work cooperatively together, often without adult intervention, such as sharing pens and drawing space at the whiteboard. Any unwanted behaviour is managed well and strategies are appropriate to the age and level of understanding of the children. Children with behavioural difficulties are

handled sensitively and they are helped to understand the effects of their behaviour on others. Staff value and praise good behaviour.

Staff have good and trusting relationships with parents and carers to help promote continuity of care for children. Staff are always available to talk with parents and, in turn, parents know who their child's key worker is. Arrangements to keep parents fully informed about the provision are good and include the production of regular newsletters, conversation and a notice board. Partnerships with parents and carers of children receiving nursery education are good. Staff explain the Foundation stage of learning when parents look around the provision and the regular newsletter keeps them informed about what the children are learning. Weekly activity planning is displayed for parents to read and regular parents' evenings are planned to help keep them informed about their children's learning and development.

## **Organisation**

The organisation is good.

Children are settled and secure in a welcoming, caring and friendly environment in which staff put the interests of children first and spend most of their time working directly with them. Children are cared for by a consistent staff and an effective key worker system is in place. This ensures that each child has a named member of staff who takes responsibility for their well-being on a day-to-day basis and who exchanges information with parents and carers. This helps to ensure that children's needs are met and continuity of care is promoted. Overall, the provision meets the needs of the range of children for whom it provides.

Effective procedures are in place to ensure that all persons working with children are suitable to do so. There are good arrangements in place to protect children from persons who have not completed suitability checks. All policies and procedures, necessary for the safe and efficient running of the setting, are in place. These are reviewed and updated regularly and there are effective systems in place to ensure that they have been read and understood by all staff. Policies and procedures are shared with parents in order that they can make informed choices about their children's care.

Leadership and management are good. The setting has a strong management board who are actively involved in the running of the provision. Staff are clear about their roles and responsibilities and work well together as a team. They are enthusiastic about furthering their professional development and regularly attend relevant training. Regular staff meetings, board meetings and yearly staff appraisals are carried out and this helps to ensure that the strengths and weaknesses of the setting and its nursery education provision are monitored and evaluated.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted

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The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the arrangements to ensure that children have a drink after taking part in energetic physical play
- develop knowledge of the Code of Practice (2001) for the Identification and Assessment of Special Educational Needs and ensure that appropriate action can be taken when such a child is identified or admitted to the setting (and Nursery Education).

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the evaluation of adult-led activities to ensure that they are being pitched at the correct level for all children
- develop the reading area to ensure that books are readily accessible and it is inviting to encourage children to want to use it.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)