

Edgmond Owls

Inspection report for early years provision

Unique reference number EY356302
Inspection date 23/03/2012
Inspector Karen Cooper

Setting address St. Peters Primary School, The Tree House, Stackyard Lane, Edgmond, NEWPORT, Shropshire, TF10 8JQ
Telephone number 01952 386685
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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Edgmond Owls Pre-school day care and out of school club was registered in 2006 and operates from a self-contained building within the grounds of St. Peter's Primary School in Edgmond, Newport, Shropshire. There is a fully enclosed outdoor area available for play. The setting serves the local and surrounding areas.

The setting is open each week day from 7.45am until 6pm for 50 weeks of the year. Children attend for a variety of sessions. The pre-school session runs from 9am until 4pm with a lunch club from 12noon until 1pm. The breakfast club operates between 7.45 until 9am and the after school club operates from 3.15 until 6pm. A maximum of 32 children aged between two years and eight years may attend at any one time. The setting provides a service for children up to the age of 11 years. There are currently 141 children on roll. Of these, 51 are within the early years age range. The setting is registered by Ofsted on the Early Years Register and both voluntary and compulsory part of the Childcare register. It is in receipt of funding for early education places. The setting supports children with special educational needs and/or disabilities.

There are 11 members of staff who work with the children. Of these, six hold a National Vocational Qualification (NVQ) at level 3, three hold a NVQ at level 2, one is unqualified and one member of staff holds an Early Years Practitioner Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and stimulating environment. Toys and equipment are plentiful and are organised extremely well to help children make good progress in their learning and development. Positive relationships have been established with parents and other early years professionals to ensure children's individual needs are effectively met. Documentation is organised well and policies and procedures are mostly effective. Current systems for staff training on food hygiene matters, the storage of children's packed lunches and records of risk assessment are not fully effective, but staff demonstrate a strong capacity for continuous improvement and improving outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further procedures to ensure parents providing packed lunches are informed about what food can be stored safely
- ensure that staff responsible for preparing or handling food have an up-to-date knowledge of food hygiene matters
- review the risk assessment record to include anything in which a child may come into contact; this specifically refers to the lead on the fish tank.

The effectiveness of leadership and management of the early years provision

Staff are aware of their role and responsibility in safeguarding the children in their care. They have a good knowledge of the various signs and symptoms of abuse and the procedure to follow should they have any concerns. Children are further safeguarded by robust vetting and recruitment procedures and staff are appropriately deployed; ensuring children are always well supervised. Children are grouped effectively with key workers in small groups. This promotes consistency and enables children to build effective relationships. The staff are committed to inclusion and the presence of trained special educational needs coordinator ensures children's individual needs are well met. Written risk assessments are implemented effectively to ensure that children remain safe and most potential hazards are minimised. However, the electrical lead to the fish tanks is not sufficiently secured to ensure children's safety is fully protected. Children play in a well-organised, spacious and stimulating environment, with clearly defined play areas. They use an excellent range of good quality toys and equipment which are mostly placed at low-level around the setting which enables them to develop independence, make choices and ensures inclusion.

Effective leadership and management in the setting results in a confident staff team who work well together complementing each other with their varying characters. Staff are dedicated to improvement and professional development and are encouraged to attend further training. Although, staff responsible for preparing or handling food do not have an up-to-date knowledge of food hygiene matters to ensure children's well-being is fully supported. The self-evaluation process is a shared experience that involves staff, parents and children. For example, the staff request parents and children to complete questionnaires to state how they would like to improve the setting. Any suggestions are taken seriously and acted on if necessary. Staff demonstrate a strong capacity to maintain continuous improvement; as a consequence, recommendations made at the previous inspection have been fully addressed to improve the welfare and development of children.

Relationships with parents, carers and links with external agencies are good. The daily communication book and comments sheet in the children's individual learning journals enable parents to record events and their child's achievements. This helps staff to tailor activities to the individual and promotes positive partnership with parents. Parents and carers speak favourably of the welcoming environment which helps them to feel confident in the care offered to their children. They are encouraged to share what they know about their child when they first start to attend and the effective two-way-flow of information ensures that they are fully

informed of their child's daily activities. Other information is shared informally through ongoing dialogue, regular newsletters, the settings website and details posted on the notice board. A full range of policies and procedures are available for parents to view and are routinely evaluated, reviewed, signed and updated when needed. Staff have established good relationships with other early years professionals. They liaise with teachers in the school and nursery staff where children attend to compliment learning between the settings.

The quality and standards of the early years provision and outcomes for children

Children enjoy themselves and are helped to achieve. Staff ensure that they feel a sense of belonging and are sensitively supported. Good warm and caring relationships between staff and the children are evident; as a consequence, children are happy to attend this welcoming and stimulating setting. Children's behaviour is good. They are beginning to understand what is expected of them and know to share, to be kind to each other and to use their manners. Plans for activities are implemented flexibly by staff, who have a good understanding of how young children learn best. Staff clearly demonstrate that they know the children well and go to great lengths to find out what interests each child, how much they know and can do. They observe the children as they play and record their findings. The information gained from observations is effectively used to help plan the next steps in children learning.

Children learn well about nature. A large plot at the top of the outdoor area is available for them to do bug hunts and they plant and grow herbs, vegetables and fruit. They run, climb and balance using wheeled toys, climbing frames, wooden beams, chains and tyres. They make their own fun and relish being active outdoors. Children are provided with plenty of opportunities to develop their early writing and reading skills and books, labels, posters and displays around the setting encourage them to see letters in print. Children love to listen to familiar stories and eagerly join in with familiar phrases. They have access to a range of resources, play opportunities and activities which reflect diversity and positively acknowledge differences. For example, there are dolls, role play, posters, books and planned topics include multicultural festivals, which ensure children develop their knowledge and understanding about other cultures and the wider world. Children's creativity is promoted well because paints, crayons and chalks are feeling available both indoors and outside. Children's artwork is attractively displayed within the setting which helps to provide them with a sense of belonging. Children enjoy using their imagination in role play and happily join in with the theme for sports relief. For example, they dress up in their favourite football kit or racing driver outfit. Children enjoy building with large bricks and comparing their constructions to see whose is the biggest. They have good opportunities to develop their understanding of technology through the use of a computer and most children are competent at navigating the cursor around the screen. These opportunities help children to develop skills for the future.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that

they know what to do in an emergency. Children are encouraged to follow good hygiene routines and know when to wash their hands. They have also had a visit from a dental health advisor, so that they know about oral hygiene. There are good arrangements in place to care for children who are ill and staff are trained in administering first aid. Children develop a good understanding of healthy eating; they are provided with a variety of nutritious snacks and a range of cooked meals are available. Children are able to access fresh drinks throughout the session. However, children's health may be compromised due to the risk of illness because of the storage of food provided by parents within some of the children's lunch boxes, particularly during warmer months. Meals times are relaxed social occasions when children sit together around the table to enjoy their food and each other's company. Staff are fully aware of each child's individual dietary needs and ensures these are met.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met