

Eddy's Childcare

Inspection report for early years provision

Unique reference number EY435578
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Inspector Anne-Marie Moyse

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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

Eddy's Childcare (Community Interest Company) (CIC) registered in 2011. The pre-school is managed by a voluntary committee consisting of members of the school, governors and parents, but is independent of the school. It operates from a base room, and adjoining toilet facilities within the St Edwards Church of England Primary School, in the Eggbuckland area of Plymouth. The pre-school has its own designated outside play area and can use facilities in the main school.

The pre-school is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 20 children aged from three years to under eight years, all of whom may be in the early years age range. Currently the pre-school has 41 children on roll, aged three and four years. Sessions for pre-school age children operate from 8am to 5.45pm, on Monday to Thursdays and 8am to 4.15pm on Friday, in term time only. Children can attend various sessions. The group offers holiday care for children aged from three to 11 years.

The pre-school employs seven members of staff who work directly with the children. The manager holds Early Years Professional status, and other staff hold relevant early years qualification, including qualified teacher status. The pre-school receives funding for nursery education for three- and four-year-olds. It is working towards a Quality Assurance award, the Bristol Standards. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from attending a very well organised, safe and stimulating environment. Staff promote their good health and safety exceptionally well. Inspiring resources are easily accessible, both indoors and outside, encouraging children to be independent and inquisitive learners. Positive relationships with parents and others, support consistency in the care children receive, with staff meeting their needs well. Overall, children are engaged in worthwhile, interesting activities to support their learning and development. A strong leadership team work effectively with the staff and parents proactively evaluating their own practice to drive progress. They demonstrate a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the organisation of some whole group adult-led activities to ensure

children of all ages and abilities can participate fully.

The effectiveness of leadership and management of the early years provision

Safeguarding children's welfare is a high priority, with secure and effective policies and systems in place to underpin good practice. Staff are very skilful, well-qualified and undergo robust checks to monitor their suitability to work with children. Detailed induction procedures develop a consistency for all staff on the procedures they follow in supporting children's welfare and education. All staff are confident in following suitable procedures should they have any concerns over a child's well-being. All required documentation is in place and used effectively to provide a safe and secure environment for each child. All areas of the environment and activities are thoroughly assessed for risks, and rigorous checks minimise hazards to children. Staff are vigilant in supervising children, yet promote their independence and freedom.

The pre-school is friendly and welcoming to all, providing a very inclusive environment where children are valued as individuals. Resources are of good quality and attractively displayed to entice children to explore and be independent in choosing what to play with. Colourful displays around the rooms enrich children's understanding of signs, symbols and the written word. Resources promote children's understanding of the wider world, their own and others' beliefs. There is a good balance of free play and adult directed activities, both inside and out. However, some whole group times do not fully consider the needs of all the children, especially the abilities of younger children. Staff engage parents well in all aspects of the provision and involve them fully in the learning and development processes. Parents are very pleased with how their children are settling-in and making progress. Daily verbal exchanges provide immediate feedback to parents on their child. In addition, children's assessment records show a more detailed account of their progress. Photographs and samples of children's work are beautifully presented, with written observations of them at play demonstrating how they are learning. Staff agree with parents' challenges and focus on areas to work together in supporting each child. Parents comment that their children enjoy doing small pieces of homework and tasks at home. The pre-school has made some links with other providers to establish continuity for children. Staff have started liaising with other professionals to help support every child's learning and development consistently.

The pre-school has only operated for a very short period of time, but staff show their enthusiasm to continually develop the provision for children. They seek children's and parents' views and use these to make improvements. Detailed self-evaluation systems clearly show an accurate appraisal of the pre-school. Detailed action plans are drawn up so improvements are made in a timely and purposeful way. This demonstrates staff's positive and encouraging attitude to raising standards.

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

Children enthusiastically arrive at the setting and quickly settle to the activities on offer, warmly greeting each other. They recognise their names to self-register, adding their named brick to the tower, calculating and measuring it as it grows. Children are forming very good relationships with the staff and other children. They happily play in their friendship groups, with growing self-confidence to engage with others. Children are becoming thoughtful and considerate, and beginning to think of the need of others. Stories and activities help children to learn about their own beliefs and of other religious festivals and celebrations. Routines such as snack time help children to develop their independence as they organise their own drinks and healthy foods. They tidy up afterwards, washing their own cups and plates taking on more responsibilities themselves.

Children have excellent opportunities to play outside and be active, promoting their healthy lifestyles and staying safe. Daily routines, such as 'wake up, shake up' start the day with a physical workout to get children moving and invigorated. Children recognise the changes in their bodies and that they need a good drink afterwards. A wide variety of large equipment is used to help them develop a broad range of skills and control, and in taking greater risks themselves. Children go for nature walks around the school environment, exploring different surroundings, actively searching for bugs and interesting items. Children learn about the hazards in the wild environment such as stinging nettles and brambles. Mature trees shade the garden area, protecting children from the sun and allowing them to learn outside in the fresh air for most of the day. However, children know to wear their hats and sun cream to protect them from the harmful sun. Here children paint, draw, use musical instruments and use the role play resources, such as bathing the dolls, to develop their creativity. Children help to care for the guinea pigs, carefully handling and respecting them. They follow a rigorous hand cleaning exercise following the activity, having been taught by a nurse how to make sure their hands are thoroughly cleaned.

Children's language development is outstanding. Staff use excellent interaction skills to engage children in conversation in all play situations. They use open questions to encourage children to describe their actions and ideas. In addition they provide thoughtful and challenging comments to help children think and solve problems, developing their skills for the future. During story times most children enthusiastically sit and concentrate well, keenly responding to questions and suggesting rhyming words or re-telling the story. They learn new words and meanings, such as 'symmetrical' when looking at the pictures of the butterfly.

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	2
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	1
The extent to which children adopt healthy lifestyles	1
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