

# Edgmond Owls

St. Peters Primary School, The Tree House, Stackyard Lane, Edgmond, NEWPORT, Shropshire, TF10 8JQ

<b>Inspection date</b>	06/06/2014
Previous inspection date	23/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff have a poor understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, to support children's well-being and to ensure they are kept safe.
- Some staff have a poor knowledge of the learning and development requirements, and how to plan challenging activities, resulting in weak teaching practice.
- Effective supervision, coaching and training is not provided to ensure all staff have a secure knowledge and understanding of the learning and development requirements.
- Staff do not have a secure understanding of their roles and responsibilities in relation to safeguarding children.
- There is no effective monitoring of children's development in order to challenge their individual progress.

### It has the following strengths

- Children are provided with an interesting range of activities, which they enjoy at their own pace. They have positive relationships with staff who care for them, resulting in them feeling happy and confident.
- Children are satisfactorily supported by an effective partnership with parents, who are kept well informed about their child's achievements and development.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the play room and the garden.
- The inspector held discussions with the manager and staff.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of the children, parents and carers spoken to on the day of inspection.

## Inspector

Jasvinder Kaur

## Full report

### Information about the setting

Edgmond Owls was registered in 2006. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from a self-contained building within the grounds of St. Peter's Primary School in Edgmond, Newport, Shropshire. All children have access to the enclosed outdoor area for play. The setting serves the local and surrounding areas. There are currently 87 children on roll. Of these, 41 children are within the early years age range. Children attend for a variety of sessions. The setting provides funded early years education for two-, three- and four-year-old children. It is open each week day, from 7.45am until 6pm, for 50 weeks of the year. The pre-school session runs from 9am until 4pm, with a lunch club from 12noon until 1pm. The breakfast club operates between 7.45am until 9am and the after school club operates from 3.15pm until 6pm. The setting supports children with special educational needs and/or disabilities. There are 11 members of staff working directly with children. Of these, seven members of staff hold appropriate qualifications at level 3, one holds a qualification at level 2 and one is unqualified. The manager holds appropriate qualifications at level 4 and one member of staff holds Early Years Practitioner Status. The setting receives support from the local authority.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff understand the setting's safeguarding policy and procedures, and ensure that they have up-to-date knowledge of child protection issues
- ensure that staff plan effective activities which challenge children's individual progress
- ensure that all staff have a secure knowledge and understanding of the learning and development requirements
- ensure there are appropriate arrangements in place for the supervision of staff, including support, coaching and training to increase staff's knowledge and skills to support children's welfare and learning.

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

- improve the monitoring of the educational programmes and children's progress.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children make inadequate progress towards the early learning goals because some staff are unclear about the current learning and development requirements. Staff have not updated their knowledge of the Early Years Foundation Stage. This means they are not fully aware of the prime and specific areas of learning. Therefore, staff do not effectively observe and assess children's progress, in order to recognise and understand their learning needs and to plan tailored activities for their overall development. This includes the progress checks for children between the ages of two and three years. Consequently, learning and development and assessment requirements are not met. Staff plan and provide a variety of adult-led and child-initiated activities. However, during these activities, teaching practice is too variable in quality to challenge, motivate and enthuse children. Teaching is not always focused on what the children will achieve, and the learning is not consistently and fully extended. For example, during a child-led activity, while the children were playing with a range of textural materials and cardboard containers of different sizes, staff did not extend their learning by talking about the textures and different sizes of container, or encourage children to talk about what they had made by using their imagination. Overall, these weaknesses in teaching mean that children make inadequate progress, and do not consistently gain the necessary skills to support their future learning or their readiness for school. Nevertheless, the staff do work closely with parents from the outset. On entry, parents contribute to initial assessments of their children's starting points, and are kept well informed about their children's achievements and development through regular feedback. Consequently, children are cared for according to their parents' wishes. To encourage active involvement of parents in their children's learning, staff encourage parents to share their children's achievements, called 'magic moments', at home.

Despite the shortcomings, staff provide a suitable range of activities. They enjoy children's company and spend much of their time playing alongside the children. As a result, children talk freely with peers and staff, sharing their thoughts and experiences throughout the session. For example, they tell the group that their 'mummy and daddy made the cake'. Staff invite a special visitor to the setting for music sessions. Children sing songs, listen and respond to instructions, using a variety of musical instruments. This also helps the children use their phonic knowledge for linking sounds and letters. Staff provide suitable opportunities, both indoors and outdoors, for all children to make marks and to write for different purposes. This includes children writing their own names and pretending to write a prescription or shopping list. Children demonstrate a developing understanding of number and shape through daily routines, visual aids, flash cards and jigsaw puzzles. They exploit their simple calculation skills, as staff encourage them to count how many legs a spider has or how many ducks they can see in a book.

A suitable range of sensory experiences is provided to support children's talents, including paint, gloop, sand, water, play dough and hand printing. Electronic resources, including computers and toys, give children opportunities to develop their understanding of how technology can help them in their everyday lives. First-hand experiences, such as growing

fruit, vegetables and flowers, observing the weather, and learning about birds and animals supports children's knowledge of the natural world. Staff provide regular opportunities to mark a variety of religious festivals as a base for children to learn about their own and other cultures. For example, in relation to festivals, children dress in a variety of traditional costumes, listen to music, make craft items and taste various foods.

### **The contribution of the early years provision to the well-being of children**

Children's learning, safety and welfare is not adequately protected. This is due to the weaknesses in staff knowledge and understanding of child protection issues, variable quality in teaching practice and, at times, insufficient interaction with children to challenge them. Despite this significant weakness, staff do take some suitable steps to support children's well-being. For instance, they establish close partnerships with parents, and an effective settling-in policy ensures that the children quickly become familiar with their new environment, so they feel safe and secure. A suitable key-person system generally supports children's personal, social and emotional well-being through sharing important information with parents to provide interesting opportunities for development. Therefore, children establish positive relationships with peers and staff. Celebrating their birthdays and displays of their own artwork encourage children's self-esteem. To prepare children to move on to other settings, such as local schools, staff provide appropriate support through talking, reading relevant story books and play opportunities.

Staff arrange adequate activities to support children's social skills. This includes talking about feelings, such as sadness or happiness. Consequently, children are helped to be well-behaved and form positive relationships with adults and peers. They play happily with, or alongside other children, readily sharing and taking turns. They are aware of the rules about sharing toys, such as bicycles and scooters. They use a timer and remind each other politely about 'change over time'. They have a suitable awareness of right and wrong, responding positively to guidance from staff. Staff promote positive behaviour appropriately and reward children with stars, including for sharing or being a good listener. Children, generally, learn how to keep themselves safe through daily routines, some arranged activities and simple rules, which they are reminded of during play.

Children's health is made a priority, as staff emphasise the benefits of outdoor play and indoor physical activities on a daily basis. Daily access to an inviting outdoor play area provides a balanced and suitable range of opportunities to support children's physical development. Children show increasing dexterity in handling tools, objects, construction sets and malleable materials. They take part in playing with a ball or parachute, and confidently use a variety of large and small equipment. They clearly enjoy sand and water play and use objects, tools and moulds with increasing control. Children develop self-care skills, for example putting on their own jackets or shoes, attending to toileting needs and making healthy choices at snack or lunch times. Snack times are relaxed and are arranged, so that children can choose when they want to eat. This promotes their independence. Staff plan menus with great attention to nutrition, acknowledging individual children's specific dietary needs and preferences.

### **The effectiveness of the leadership and management of the early years provision**

Arrangements for children's safety and well-being within the provision are inadequate. Some staff have not been offered child protection training for some time, so that they have a poor understanding of safeguarding issues, including the procedures for allegations of abuse. As a result, children's safety and well-being is seriously compromised. Nevertheless, other members of staff, including the manager, do have a clear understanding of safeguarding children in relation to child protection issues and are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. The providers demonstrate that they follow thorough vetting procedures when recruiting members of staff. For example, they clearly record information, with regard to all staff's qualifications and the details of each member of staff's Disclosure and Barring Service check. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. Effective steps are taken to ensure intruders are prevented from entering the premises, as all doors are provided with security code numbers. There are suitable arrangements in place for monitoring visitors to the premises, and staff supervise children well both indoors and outdoors.

Leadership and management within the setting is weak. The self-evaluation process has not developed sufficiently for the setting to make good progress through careful monitoring, analysis and challenge. As a result, not all safeguarding and teaching requirements are met. Staff qualifications meet requirements and staff have completed some training courses, including behaviour management, first aid, food hygiene and health and safety. However, the leaders and manager do not provide staff with sufficient support or training, hindering their understanding of their roles and responsibilities to protect children. In addition, the leaders and manager do not provide effective supervision, coaching or training to ensure all staff have a secure knowledge and understanding of the current educational programme. As a result, children are not consistently provided with sufficiently challenging experiences for them to make good progress towards the early learning goals. All records concerning children and policies and procedures, including the complaints procedure, have been updated and are readily available for inspection. An open-door policy encourages parents to convey their views and preferences for further improvements as and when they wish.

Staff work adequately with the local community, including schools, nurseries and external agencies, to help children integrate into a new environment, so that the move is eased. They meet with school staff to discuss individual children, in order to promote continuity and progression. The setting's association with speech therapists and the Special Educational Needs Coordinator allows them to seek advice and ensure children get the support they need. Staff greet parents and carers in a friendly manner when they drop or collect the children. The active involvement of parents is encouraged through two-way communication with staff. Staff encourage parents to be actively involved in extending children's learning through play. They regularly invite parents and carers to the setting to

take part in activities with their children. Parents comment that they are happy with the setting, as they are kept well informed about their children's achievements and development, through regular verbal feedback and parents' evenings. They appreciate how well staff meet their children's individual needs and how much the children enjoy coming to the setting.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY356302
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	863442
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Edgmond Owls Ltd
<b>Date of previous inspection</b>	23/03/2012
<b>Telephone number</b>	01952 386685

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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