

Edgemoor School and Day-Care Centre

5 Trimal House, Yelverton Business Park, Yelverton, Devon, PL20 7PE

Inspection date	24/07/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff provide an interesting variety of stimulating resources that appeal to children's interests and learning preferences.
- Staff are good role models and teach children to be polite and respectful towards each other.
- Children behave well because they are busy and engage in activities they enjoy.
- Staff provide children with routine and structure throughout the day which helps them to feel confident and secure.

It is not yet outstanding because

- Staff do not always fully maximise some planned activities to extend children's vocabulary further.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children engaged in activities inside and outdoors.
- The inspector held a meeting with the owner and manager of the nursery.
- The inspector conducted a joint observation with the manager.
- The inspector scrutinised sample documentation relevant to children's care, learning and development.
- The inspector sought the views of parents by engaging in discussion with them.

Inspector

Tristine Hardwick

Full report

Information about the setting

Edgemoor Nursery School and Day-Care Centre is a privately owned and run setting. It originally opened in 1992 and registered under new ownership in 2014. It operates from four rooms within a building on Yelverton Business Park and serves a wide catchment area. It is open all year round and sessions are from 7.30am until 6pm, every day. All children have access to an outdoor play area. The nursery receives funding to provide free early education places for children aged two, three and four-years. The nursery has ten members of staff who work with the children, including the owner. All staff hold appropriate early years qualifications. The manager has a degree in Early Childhood Studies. The setting follows the Montessori ethos. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 45 children on roll.

What the setting needs to do to improve further

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

- ensure staff fully maximise all planned activities to extend children's vocabulary further.

Inspection judgements

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

Children move from the baby room, to toddler and finally onto the nursery room, where staff provide focused activities that continue to meet their individual learning needs as they transfer from each room. Children enjoy a good range of resources, which are relevant to their different ages and stages of development. For example, babies and younger children make use of natural sensory equipment, such as pinecones whilst older children enjoy playing dressing up. This means that as children's abilities grow, staff continue to provide more challenging activities that keep children engaged to enhance their skills. Resources are available at a low level for children to access them independently, and develop new interests and follow their own ideas.

Staff gather information from parents about children before they start attending, such as their likes, dislikes and achievements. This helps staff to understand children's starting points and care routines. As a result, they positively support children's basic needs and build strong relationships with them, which progresses their learning. Staff make note of children's achievements daily. This informs the planning they provide and highlights specific areas they need to focus on to challenge children's further development. Staff record this information in children's personal development files and share them with parents at parent evenings. Learning journals are readily available to parents to view

whenever they wish. Staff work in partnerships with parents, which helps them to understand the family well, and as a result, fully support children in their overall development. Staff encourage parents to share development information from home or any new interests their child may have. This helps staff to stimulate conversations with children, enhancing their language skills. For example, a child recently visited the zoo with their family. As staff knew this, they displayed pictures of zoo animals in the home corner and had many conversations with the children about the animals. This supported children's communication skills well, allowing them to build on and extend conversations. However, some organised activities designed for new language development are less successful. For example, whilst children explore new textures during a sand and rice paint activity, staff did not talk about how it felt, introducing new words to extend children's vocabulary further.

Staff support children to develop their early writing skills. Mark making equipment is available in every room, either with pots of pens and paper or blackboards. In the outdoor area, children 'write' their name on the very large blackboard by using paintbrushes and water. A staff member informs the children she is going to the shops in a role play activity, and asks the children to write her a list, which they do enthusiastically. As a result, children learn that marks have meaning which prepares them well for their formal education.

Staff introduce young children to mathematical concepts through activities, such as shape sorters, and depict numbers by displaying number trains and pictures of children grouped together to show them the value and meaning when counting. All children learn about simple science by using the water tray in each room and outside, where they experiment the effects of water using funnels and sieves. Older children learn what happens to ice as they spray warm water onto it, encouraged by the possibility of finding 'jewels', which have been frozen into the ice. This helps children to become active and curious learners.

Staff provide push along toys in the baby room to support children who are beginning to walk, and all rooms have immediate access to the outside area where they can exert themselves on the climbing frame. The outdoor area is small and secure, and a gazebo provides shade to protect children from the sun. Children enjoy a good variety of resources outdoors. Saucepans double up as musical instruments or vessels for carrying water, showing that children are able to adapt their thinking and problem solve, using resources for different purposes. Children use tyres to practise balancing and manipulate their bodies as they gain greater control and coordination of their larger movements. A small toy kitchen area promotes children's imagination, where they can pretend play or adapt its use, for example, a dipping pot for water.

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

Staff develop good relationships with children and as a result, children are happy and engage well with their activities. Staff share children's joy and excitement as they join in with their learning experiences, for example, when children find 'jewels' in the ice activity. Staff are good role models. They are respectful towards each other, which has a positive

influence on how children relate to each other. Staff encourage children to understand each other's feelings. They talk about how other people may feel in different situations, which helps children learn how to express themselves. This means children learn to interact well with each other and listen to staff; necessary skills they will need for their future learning, such as going to school.

Staff support children to develop a sense of belonging. They display all about me posters of the children in the home corner of each room. Children go to these areas to look at pictures of people who are important to them. This provides reassurance when they feel in need of comfort. Staff are key persons to designated children who they support and are responsible for during their time at nursery. As a result, children learn well because they feel secure in their trusting relationship with that person.

Staff teach children about a healthy lifestyle. Children contribute to a 'what healthy eating is' project, where they learn what foods are good for them. Children grow vegetables, such as potatoes and peas, and cook or eat them raw. Staff display posters of healthy eating at children's height so they use the written and pictorial information to further secure their learning. Staff teach children to choose healthy options for snack. During the inspection, children enjoy eating apples and bananas. They learn how much to eat by understanding the effects on their bodies. For example, they inform staff when they have had enough and staff reply by saying 'is your tummy full up?' Children tell staff it is 'not rumbling because it not hungry anymore'.

Staff make sure meal and snack times are very sociable occasions for children. Children choose where they would like to sit and engage in conversation. For example, younger children discuss the food being 'yummy' rather than 'nummy', which helps them to learn the correct pronunciation of meaningful words to them. Staff help children to sit well at the table and use cutlery appropriately. They follow a positive approach to mealtimes, where children eat savoury food and fruit before any 'treat' that their parent may have provided. Lunches are stored in the fridge and or with cool packs to keep lunches suitable to eat. Staff offer either water or milk and are close by to offer support when needed. Children have drinks throughout the day, which helps to ensure they do not become thirsty. Staff support children's personal needs well, and promote their increasing independence as they grow. For example, older children use the toilet and wash their hands unaided to keep themselves free from germs.

Staff help children to develop their physical skills in the outdoor area. Children learn to manipulate their large muscles as they play on the climbing frame and develop more control as they manoeuvre over a simple assault course. Staff encourage children to take risks and challenge themselves, helping to develop resilience in order to cope with transitions onto formal school. Staff take children to the local primary school where they can play sport on their large playing fields, for example, sack racing or football. This teaches children about the effect of physical exertion on their bodies so they remain healthy.

provision

The manager understands her responsibilities securely with regards to the Early Years Foundation Stage to provide a safe and stimulating environment. She manages her staff well and supports them to enhance their own practice through on-going training and development. She recognises areas for the nursery to work on and improve, to ensure they continually meet the needs of children.

Management recruit new staff safely and have good systems in place to ensure only suitable adults care for children. Staff receive a thorough induction which fully familiarises them with the nursery's practices and expectations. Staff have annual appraisals which, among other things, identifies and addresses any training needs. Effective systems help to constantly monitor staff practice to recognise and improve their own skills to meet the needs of children, for example, through peer on peer observations. There are secure safeguarding systems in place. Staff provide a safe environment. They understand how to identify children who are at risk or display signs and symptoms of abuse. There is a robust policy in place, which they follow in such situations.

Staff update children's journals regularly and share the information with parents. Parents receive regular newsletters, which inform them of activities their children have been enjoying, or future events such as coffee or open mornings. They also receive invites to attend training, most recently, first aid and talk together training, which helps them to promote their children's language further when at home. There are policies and procedures in place, which inform parents of staff practices. Parents comment they are very happy with the setting, and staff are friendly and their children look forward to coming. Management review all policies annually to make sure they continue reflect actual practice. Staff receive support when necessary from the local children's centre, where a practitioner is available to visit or provide advice to promote positive outcomes for children.

Staff have established links with the local primary school. This helps to prepare older children with their transition into primary school. Children and staff attend Christmas plays, Easter services, Harvest picnics, and eat lunch in the school hall with other children. This familiarises them with the new environment, some routines and expectations.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY474131
Local authority	Devon
Inspection number	955748
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	45
Name of provider	Deborah Margaret Parriss
Date of previous inspection	not applicable
Telephone number	01822855644

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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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