

Edgmond Owls

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

Inspection date	28/10/2014
Previous inspection date	06/06/2014

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 have a good understanding of their role and responsibilities for protecting children. They regularly refresh their knowledge through training and ongoing discussion at team meetings. This fully supports children's safety.
- Partnerships with parents and carers, schools and other professional agencies are successful. As a result, all children particularly those with special educational needs and/or disabilities have their needs accurately addressed.
- The manager and committee are clearly committed to improving the setting. They have a good understanding of their roles and a clear improvement plan to identify their strengths and address the priorities for improvement.
- Staff provide good teaching through well-planned experiences based on children's interests to help children make good progress from their starting points.

It is not yet outstanding because

- Staff do not consistently make water, sand and arts and crafts activities freely available throughout the day to enhance children's learning.
- Children do not always have access to the outdoor play area as this is limited to certain time slots during the session. This means that children are unable to make choices about where they want to play and learn.

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 children's activities both inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's learning journals and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lesley Bott

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 in Shropshire. All children have access to the enclosed outdoor area for play. The setting serves the local and surrounding areas. There are currently 85 children on roll. Of these, 33 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 12 noon 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 and those who speak English as an additional language. There are nine members of staff working directly with children. Of these, seven hold appropriate qualifications at level 3, one holds a qualification at level 4 and one at level 6. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- extend further opportunities for children to use the outdoor environment to support their all-round learning and development, and make choices about where they wish to play and learn
- make more freely available activities, such as, water, sand and arts and crafts to increase children's physical, imaginative and mathematical skills.

Inspection judgements

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

All staff have a good knowledge and understanding of how young children learn and progress. As a result, the quality of teaching is good. Staff clearly support children in making good progress in their learning and development. A robust system is in place to evidence, monitor and track children's learning through effective observations and evaluations. Consequently, key persons have a clear knowledge and understanding of children's individual needs. Staff use this information to ensure that their planning is broad and balanced over the seven areas of learning. Learning journals are regularly completed by staff and shared with parents. This enables them to support and extend their children's learning at home. Staff work effectively with parents to help support their children's individual needs. Parents contribute to the initial assessment of their children's starting

points on entry and have daily, ongoing discussions with staff about their progress. This ensures that systems are in place to keep parents up to date, informed and involved in their children's learning and development. Staff are able to demonstrate that all children, including those with English as an additional language, are progressing well towards the early learning goals. Familiar words are sought from parents in the child's home language when they first attend. These are used effectively alongside English words in print and speech to build on children's development. The achievement of younger child is good because staff make good use of the progress check for children between the ages of two and three years. This helps to identify any gaps in the children's learning, as they work with parents and other agencies to address this.

Staff give children time to think critically and solve problems. They use open-ended questioning effectively to extend children's thinking as they ask, 'Where should we go to buy the cheese?' and 'How are we going to get there?' Children make good progress in their communication and language skills. As a result, they are ready for school when the time comes because they have a range of skills to support their future education. Staff plan for opportunities for daily speaking and listening activities, such as circle time and small group work. This helps to develop children's language and confidence to talk in small groups. For example, daily discussion about the weather during morning registration, helps children to develop an interest in changes in their natural environment.

Staff show a genuine interest in what children say, and provide good opportunities to support early literacy skills. Children have opportunity to recall activities of the previous week when they read a book about a little red hen and bake bread as they talk about the wheat and flour. Consequently, older children begin to understand that print carries meaning and books can be used to gain information. However, staff do not always fully exploit all activities on offer to place an even better focus on building children's experiences by incorporating a more varied range of resources. For example, the children have few opportunities to freely access arts and craft resources, or sand and water materials. This does not fully support their learning of concepts, such as, weight, measures and capacity, to further extend their mathematical development.

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

An effective key-person system ensures that children are cared for by adults who know them extremely well. For example, parents complete an All about me form prior to their child attending. This helps to ensure that staff are fully aware of the interests and daily routines of the child. The manager has recently implemented a buddy system. This gives parents an additional source of support should their child's key person not be present. Good assessment arrangements and information sharing means that staff are able to easily identify children's next steps in learning and care needs to ensure their needs are met. Children's next step, such as starting school is carefully managed. Teachers from the main feeder schools are invited to visit the setting to get to know children and support their continuity of care and education.

Children know and understand how to take sensible risks in their play as staff are skilful in preparing age-appropriate activities. Children are reminded about using the knife

appropriately as they scoop the orange out when making their pumpkin face. Children all take part in tidying equipment away as they know and understand to put toys away before getting others out. The setting is well resourced with a wide range of toys and equipment that are carefully selected to promote majority of children's learning. Equipment is stored at low level to encourage children's engagement with labels that include print and the picture for younger children. Inclusive practice is actively promoted by staff so that all children's needs are met. For example, staff make any necessary adjustments to the routine and activities to ensure all children are fully included and valued. This has a positive impact on children's well-being. Children behave well, they enjoy sharing resources and taking turns as they play together. For example, they know how to use the sand timer when waiting for popular toys and equipment.

Staff support children well in their independence through a well-organised environment. The children take responsibility for their own personal care, which helps to prepare them well for their move to full-time school. They serve themselves at meal and snack times and help themselves to drinks during the day. Children have regular opportunities to use the covered, outside learning environment as they learn the benefits of healthy lifestyles. However, these are limited to certain periods during the session. This means that children have fewer opportunities for more regular, self-chosen access to outdoor play to support their all-round learning and physical development.

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

Since the last inspection, a subsequent monitoring visit has been carried out by Ofsted. As a result, the provider has made significant improvements and all actions have been fully addressed. All staff and committee members have a Disclosure and Barring Service check in place and there is an effective referencing and probationary period for all new staff. The manager, staff and committee members have all attended child protection training to increase their knowledge. All now have a clear understanding of how to respond to any concerns over children in their care. Staff are able to identify the signs and symptoms of abuse and help secure children's welfare. For example, safeguarding is regularly discussed at team meetings to ensure staff are clear about their roles and responsibilities in relation to this. The manager is clear about the procedure to follow in the event of an allegation made against herself or a member of staff. As a result, children are comprehensively safeguarded.

The manager has worked closely with the early years adviser from the local authority to address the actions from the previous inspection. Action plans clearly record how they have implemented changes to address all the actions raised. Staff now have regular access to training and the manager models good practice within the rooms. This fully supports the capacity of the manager to maintain continuous improvement and ensure she has a good overview of their practice. All staff benefit from more regular supervision sessions, and team meetings are now held monthly. Staff are supported well to attend training and update their skills and qualifications. As a result, staff have a good understanding of how to promote children's learning. The manager has also started conducting observations of teaching within the setting. This ensures that the educational

programme is monitored effectively so that children are challenged in their learning. As a result, any issues of underperformance are dealt with promptly by skilled and committed staff.

Effective systems are in place to work alongside other professionals, for example, those working with children with special educational needs and/or disabilities. Regular sharing of good practice, information and observations on children's achievements, ensures that support is tailored to help close the gaps in their learning. Key persons work closely with neighbouring schools where children transfer. Contact is made with all other providers as staff share children's individual learning journals to promote continuity of care and learning. Discussion with parents clearly indicates that they are very pleased with the service offered. Informative display boards provide parents with detailed information about policies, meals and activities on offer. This enables all parties to successfully support all children to achieve.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY356302
Local authority	Telford & Wrekin
Inspection number	980406
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	85
Name of provider	Edgmond Owls Ltd
Date of previous inspection	06/06/2014
Telephone number	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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Piccadilly Gate
Store St
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M1 2WD

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