

Eddy's Childcare

St Edward's CofE Primary School, Fort Austin Avenue, PLYMOUTH PL6 5ST



Inspection date	23 January 2019
Previous inspection date	7 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The directors, managers and staff are passionate in their commitment to provide a high-quality learning environment for children. Staff feel valued and supported. Well-being is given priority and as a result staff morale is high.
- Staff support children's learning well, and the quality of teaching is consistently good. Staff speak clearly and introduce new words into the children's play. For example, phonics activities help to promote children's communication and language skills.
- Parents receive detailed information about children's progress. They contribute well to their children's learning and share their children's special moments from home to provide continuity in learning. Parents are positive and feel well informed.
- Partnership working with the school reception teacher is strong. For example, the teacher is closely involved in the monitoring of children's progress. This helps to ensure successful transitions for children starting in their reception year.
- The curriculum is successfully supported by additional activities that build links with the wider community. For example, children are taken on walks in the local area; they visit the church and learn about a diverse range of cultural events, which are extended further by visitors who come into the pre-school.
- While progress has been made, staff do not always provide opportunities for the most-able children to build on their mathematical understanding as well as possible.
- Assessment procedures do not consistently ensure that next steps are concise in order to help staff target children's progress more precisely.

What the setting needs to do to improve further

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

- further increase opportunities to extend children's understanding of mathematical concepts to provide greater challenge for the most-able children
- continue to strengthen the already good assessment procedures to ensure that next steps are concise in order to help staff target children's progress more precisely.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery managers and director. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with several parents during the inspection and took account of their views.

Inspector
Carly Ellicott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to identify the signs that indicate a child may be at risk of harm. They follow robust procedures to ensure that they report any concerns quickly. Systems for recruitment are robust and ensure that staff are suitable to work with children. Staff performance is monitored routinely, and managers demonstrate a commitment to ongoing professional development. Leaders and managers work closely together with a shared vision for the future of the provision. Managers are committed to ongoing improvement. They actively seek and take on board the advice of other professionals. For example, the managers attend regular network meetings and have established strong links with the local primary school.

Quality of teaching, learning and assessment is good

Staff know the children well. They follow children's interests and incorporate these into daily learning experiences. For example, children delight in discovering worms in the garden and share what they know with each other. Children learn to write their name. They identify sounds and letters through engaging activities that support their language and literacy development. For example, children demonstrate a good range of vocabulary as they describe sea animals and use imaginative, descriptive language to discuss what they look like and where they might be found. Children benefit from a well-resourced environment. They are familiar with routines and expectations and take turns with one another, expressing joy as they laugh together at appropriate moments. Staff are positive role models. As a result, children are motivated to learn.

Personal development, behaviour and welfare are outstanding

Children benefit from exceptionally high levels of praise and reassurance. This helps them to feel settled and extremely secure. The staff provide an exceptionally warm and nurturing learning environment and use every opportunity to encourage children's independence. For example, children capably get themselves appropriately dressed for outdoor play. They recognise their names as they sign registers and they manage their personal hygiene very well. Children are extremely resilient and show mature levels of kindness and courtesy, which is consistently modelled by staff. Children are well supported to contribute to their learning journeys. For example, they evaluate their feelings using simple yet engaging visual aids. As a result, children flourish and their behaviour is exemplary.

Outcomes for children are good

Children progress well from their starting points. They are active and eager learners who enjoy trying out new learning opportunities, as well as practising what they already know. Children show good levels of concentration and determination to achieve a goal. For example, they receive rewards when they complete focused activities. Children are prepared well for the next stage in their learning, such as starting school.

Setting details

Unique reference number	EY435578
Local authority	Plymouth
Inspection number	10071817
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	3 - 4
Total number of places	24
Number of children on roll	27
Name of registered person	Eddy's Childcare Limited
Registered person unique reference number	RP531054
Date of previous inspection	7 December 2015
Telephone number	01752 705 130

Eddy's Childcare registered in 2011. It operates from St Edwards Church of England Primary Academy in Plymouth. It is managed by a voluntary committee of trustees. Sessions run during term time only from 8am to 5.45pm on Monday to Thursday, and from 8am to 4.15pm on Friday. The pre-school receives funding for free early education for children aged three and four years. The pre-school employs eight members of staff, all of whom hold childcare qualifications at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

