

Inspection of Crowgate Child Centre

Bishops Castle Children's Centre, Oak Meadow, BISHOPS CASTLE, Shropshire SY9 5PA

Inspection date: 14 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happy and settle well. They engage in activities and are confident to explore. Staff are warm and welcoming and provide reassurance and comfort, when needed. This helps children feel safe and secure within the nursery environment.

Children enjoy a wide range of stimulating resources and activities, both inside and outdoors. The child-led environment enables children to have open access to activities of their choice. This promotes their independence and raises their self-esteem. Outside, children show confidence as they use slides, bicycles and scooters. Others play in the mud kitchen; they enjoy picking herbs and add them to their 'cakes'. Inside, children further develop their skills. For example, they use their fine motor skills as they roll play dough into shapes and make pretend cakes in the role play area. Staff play alongside children and support their learning.

Children are kind and behave well. They show a growing awareness of sharing and playing with others. Staff role model good behaviour and children learn about boundaries and expectations. Staff recognise positive behaviour and praise children throughout the day. This helps to raise children's self-esteem and develops their confidence. Children understand the routines of the day and know what to expect next. This helps to prepare them for the next stage of their learning.

What does the early years setting do well and what does it need to do better?

- Children's speech development is well supported. The environment is language rich. Staff narrate play and model good language throughout the day. Staff encourage children to sing songs and join in action games. Story time captivates the children's interest. Staff read the story using excited tones and create anticipation. Children start to engage in conversations with staff and their peers. This helps to promote their social and communication skills.
- Staff support children's physical development well. The large outdoor area offers opportunity for children to move in a range of ways. For example, they use their leg muscles to push a scooter up a small hill. They then navigate around a corner before showing enjoyment as they scoot back down. They also climb steps on the slide and use fine motor skills in the sandpit and mud kitchen.
- Staff quickly take appropriate action to help support the children's emotional development, for example when children play alongside each other with dinosaurs during role play. As they pretend to stomp and roar, children say they feel 'scared'. Staff skilfully demonstrate to them how the dinosaurs play and care for each other. This supports children in developing skills to regulate their own emotions and those of others.
- Staff gather children's starting points from talking to parents. They also observe

the children throughout the day, noting their interests. The curriculum engages the children well. However, the learning intention of activities and children's individual next steps are not clear. As a result, activities are not always challenging enough to support children to reach their full potential.

- Children learn about being healthy, and hygiene practices are good. They learn to wash their hands and they have healthy snacks and water throughout the day. Children bring their own packed lunch. Staff sit with the children to eat, creating a lovely social atmosphere.
- Parent partnership is good. Children leave parents and carers at the door and walk confidently into the setting. If children need extra help leaving parents, staff support them. Parents report that they get a verbal daily update of what their child has done each day. They also receive a termly progress report.
- Children look to staff for reassurance and have extra cuddles for support if needed. An effective key-person system helps children to feel secure. This promotes their well-being.
- Staff feed back to each other throughout the day regarding their performance. They also have the opportunity for supervision meetings. However, supervision is not targeted to identify any specific training requirements to meet staff's individual needs. As a result, training does not always improve staff's professional development sufficiently.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand the role of safeguarding children. They can recognise the different types of abuse and the signs and symptoms that may indicate that a child is at risk of harm. Staff understand how to record injuries. They know the procedures to follow regarding allegations made against a staff member and who to contact in such an event. Staff undertake safeguarding training to ensure their knowledge is up to date. This protects children from harm and helps to keep them safe. Toys and resources are well maintained. Managers deploy staff well and this ensures children's safety.

What does the setting need to do to improve?

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

- provide more opportunities for staff supervision, to help identify training opportunities and build on their already good teaching skills
- help staff to gain more knowledge of how to provide challenging activities for children which have a clear intention and build on their next steps for learning.

Setting details

Unique reference number	EY386783
Local authority	Shropshire
Inspection number	10233738
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	26
Number of children on roll	26
Name of registered person	Crowgate Child Centre Ltd.
Registered person unique reference number	RP523043
Telephone number	01588 630133
Date of previous inspection	25 October 2016

Information about this early years setting

Crowgate Child Centre registered in 1995 and is located in Bishops Castle, Shropshire. The setting employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 7, two at level 3 and one at level 2. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 4pm on Monday, 8am until 6pm on Tuesday, Wednesday and Thursday, and 8am until 5pm on Friday. In the school holidays, the setting is open from 8am until 3pm on Tuesday, Wednesday and Thursday. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sue Smith

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents and carers shared their views of the setting with the inspector.

We carried out this inspection 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.

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