

# Inspection of Owl & Pussycat Rooms and Fun Club

Moorhill County Primary School, Moorland Road, Cannock, Staffordshire WS11 4NX

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Inspection date: 18 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and quickly become settled in their play and learning. They have a positive attitude to learning and are eager to join in the activities planned for them. For example, children love making play dough objects, such as birthday cakes and pizza. Staff encourage children to select various-sized objects for decoration. Staff encourage children to count their decorations and discuss the size and shapes they have made. Children also use junk modelling to build houses and select their own resources with confidence. They explain their design and choices to staff.

Staff model good manners and respect. They encourage children to be independent. Children learn to put on their own aprons before playing in the sand. They wash their own hands and collect their own lunchbox. Children take turns, share and develop friendships. They are kind to one another and behave well.

All staff know how to use children's interests to engage them in purposeful activities to support their learning, especially their physical development. For example, children use wooden instruments and tap them together to the beat of a familiar song. Children show their delight as the tapping gets faster or slower. They join in and tap along with the different rhythms in time to the music.

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

- The manager demonstrates a clear curriculum intent for the setting. Staff plan a broad curriculum, which reflects children's interests and builds on what they already know and can do. Staff discuss what resources children would like to use or what they would like to make. Staff differentiate activities to enable all children to join in. This helps children to engage in their own learning and develops their confidence.
- Children with special educational needs and/or disabilities (SEND) receive good support. Staff identify and refer any children who may need extra support. The special educational needs coordinator works closely with parents and other professionals. They are offered small-group support sessions, which help to focus on children's individual learning targets. All children get the support they need and gain the skills required for the next stage of their education.
- Parent partnerships are strong. They talk positively about the staff and how much their children love coming to nursery. They share how well their children have settled into the setting and the progress they are making. They appreciate the online system used to communicate information. Staff provide reading activity packs, books and resources to help develop children's learning at home.
- The majority of staff interact and engage well with children. Staff work with children in small groups. They ask children a range of open-ended questions,

which helps them to explain their decisions and respond using sentences. As a result, overall, children are becoming confident communicators. However, on occasion, some staff are less effective in promoting children's communication and language. For example, during lunchtime, staff tend to prioritise managing care routines and completing tasks over making the most of teaching opportunities to help children further build on these skills.

- Leaders truly care about the children who attend the nursery. There is an experienced staff team, and leaders support staff well. The manager observes staff's teaching. She provides them with constructive feedback to further improve their teaching. Staff complete regular training, which helps to keep their knowledge and skills current.
- Children are given opportunities to be independent throughout the day. They make choices about how much they would like to eat and what they want to have on their plate. Staff skilfully encourage children to try the new foods they bring in.
- Children are encouraged to use the toilet. Staff give support to children to gain independence. Children wash their hands with warm water and soap. This happens before mealtimes and after using the toilet.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding procedures and how to keep children safe. They know the signs and symptoms to be aware of should they have concerns that a child may be at risk of harm. Staff understand the reporting procedures within the local authority. They know how to report and record concerns within the setting. They complete online and in-house safeguarding training to keep their knowledge up to date. Managers and staff risk assess the premises daily to ensure hazards are identified and rectified. Children are taught how to manage risks. Children are learning to manage their own risk. For example, they gain speed on scooters and bikes when playing outside and are able to avoid obstacles and come to a stop carefully. Children also learn how to use scissors safely when cutting out.

## **What does the setting need to do to improve?**

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

- support staff to fully understand how to make the most of teaching opportunities, including at lunchtime, to further build on children's communication and language skills.

## Setting details

<b>Unique reference number</b>	218193
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10233571
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Moorhill Pre-School and Fun Club Committee
<b>Registered person unique reference number</b>	RP518237
<b>Telephone number</b>	01543 227189
<b>Date of previous inspection</b>	4 January 2017

## Information about this early years setting

Owl & Pussycat Rooms and Fun Club opened in 2001 and is run by a voluntary committee. The pre-school and fun club employ 11 members of childcare staff, including the managers. Of these, nine hold appropriate early years qualifications at level 2, and one member of staff holds a qualification at level 6. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.30am until 3.15pm. The pre-school provides funded early education for three- and four-year-old children. It supports children with SEND.

## Information about this inspection

### Inspectors

Wendy Sanders  
Sally Wride

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspectors spoke to parents to provide their views on the nursery.
- The manager and inspectors completed a learning walk of all areas of the nursery and discussed the early years curriculum and the skills children are learning.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors carried out joint observations of group activities with the manager.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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