

Inspection of All Saints Wise Owls

All Saints School, All Saints, Axminster EX13 7LX

Inspection date: 4 January 2023

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 smile with delight as they arrive at the setting. They receive a warm welcome from nurturing staff who know them very well. Staff recognise when some children may need additional reassurance. They offer support and comfort to children by seeking out their favourite stories or toys. This helps children settle quickly into activities. The children have formed strong emotional attachments to staff, helping them feel safe and secure.

Leaders and staff have high expectations for all children. They provide various well-presented activities for children to develop their own ideas through play. For example, children eagerly explore toy trucks and diggers in the sand tray. They develop their small hand muscles as they build structures in the sand. Children show curiosity as they experiment with different vehicles to knock the sand structure down again.

Children behave well. They are beginning to form friendships with their peers. They share toys and take turns with equipment during play. Children understand the routines of the day. They listen well to instructions from staff. For example, when staff play a tidy-up song, children eagerly begin to help put the toys and equipment away. They show a sense of respect for the learning environment.

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

- Children have excellent opportunities to develop their imagination and creativity. For example, children explore and construct their own unique models from recyclable materials. Staff support children to use scissors safely. Children demonstrate good concentration and resilience in problem-solving. They use a variety of materials such as coloured tape, feathers and stickers to add to their designs. Children beam with excitement and pride as they share their creations. Staff praise them highly for their achievements. This develops children's self-confidence and promotes a positive attitude towards future learning.
- Leaders and staff have a good understanding of how children learn. The environment both indoors and outdoors is well-planned. Activities reflect children's interests, which support their learning across the curriculum. Children have opportunities to take part in forest school sessions. They learn to build life skills in a natural environment. Overall, leaders and staff implement an effective curriculum that builds on what children already know and can do. However, at times during adult-led activities, staff do not always plan effectively for children's next steps in learning. Some staff do not consistently extend children's learning to support their overall development.
- Leaders and staff work closely to support children's communication and language skills. Staff promote vocabulary through discussions. Children have

excellent opportunities to develop their listening and attention skills. For example, staff engage children in a group activity to guess items hidden in a box. Children take turns choosing an item as they recite a familiar phrase 'shake, shake, turn the box around and listen for the sound'. The other children listen carefully to guess what the item is. They giggle with excitement as they call out their suggestions, such as 'sheep'. When correct, staff encourage all children to repeat together the sound 'baa, baa' and name the animal.

- Children's independence is strongly promoted with opportunities for them to make their own choices. For example, staff set up the snack table to enable children the freedom to decide when they would like their snack. This is less disruptive to their play and learning. When children access the table, they use tongs to select their fruit and butter their own crackers. Children understand the importance of good hygiene routines. They manage their self-care skills well.
- The manager supports her team well. Staff have regular meetings with leaders and receive training to further develop their skills. Staff support children with special educational needs and/or disabilities (SEND) well. They work with other professionals to narrow any gaps in learning quickly. This promotes the continuity of care, learning and development. All children make good progress.
- Partnerships with parents are strong. Parents share information on children's interests with staff. They use this information to plan stimulating activities for children. Staff share updates on children's progress with parents and offer them ideas on how to extend children's learning at home. Parents speak highly of the supportive staff. They express how staff are professional and caring towards children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are alert to the different signs and symptoms of abuse. They understand the procedures to follow and how to make a referral if they have concerns about a child. Leaders and staff complete ongoing training to ensure that their safeguarding knowledge is up to date. Robust recruitment procedures ensure that all staff are suitable to work with children. Leaders deploy staff effectively to ensure that children are always appropriately supervised. The team complete regular risk assessments to ensure that the environment is free from potential hazards. This promotes a safe environment for children to learn and play.

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 strengthen planning for adult-led activities, to focus more precisely on what they want individual children to learn in order to support their overall development.

Setting details

Unique reference number	EY474962
Local authority	Devon
Inspection number	10233905
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	15
Number of children on roll	24
Name of registered person	All Saints Wise Owls Committee
Registered person unique reference number	RP907474
Telephone number	07933 781 610
Date of previous inspection	12 January 2017

Information about this early years setting

All Saints Wise Owls originally registered in 2003 and re-registered in 2014 at new premises, on the campus of All Saints School in Axminster, Devon. It is a committee-run pre-school. It operates on Monday to Friday, 9am to 3.15pm, term time only. It receives funding to provide free early education for children aged two, three and four years. There are eight members of staff employed to work with children. Six staff hold a level 3 childcare qualification. One holds a level 5 childcare qualification. The manager holds a level 6 childcare qualification.

Information about this inspection

Inspector

Hannah Williamson

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector and the deputy manager completed a joint observation. They discussed the learning that took place following the activity.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND in the setting and at home.
- The inspector observed the interactions between staff and children indoors and outdoors.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documents, including paediatric first-aid certificates and suitability checks.

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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