



Parkview Day Nursery

Inspection report for early years provision

Unique Reference Number	226982
Inspection date	12 March 2007
Inspector	Shami Kumar
Setting Address	236 East Park Road, Leicester, Leicestershire, LE5 5FD
Telephone number	0116 2734237
E-mail	
Registered person	Kiddycare Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Parkview Day Nursery opened in 1989. It operates from a converted and extended four bedroom semi-detached house next to Spinney Hill park in Leicester. The setting uses the whole of the house, which consists of the baby unit with separate sleep room, toddler and pre-school room, conservatory, toilet and changing areas and kitchen. There is an enclosed rear garden suitable for outdoor play. The nursery serves the local community and surrounding areas.

The setting is registered to provide care for 45 children at any one time. There are currently 50 children from six months to under five years on roll. This includes 15 funded three-year-olds and 3 funded four-year-olds. The setting is also registered to provide an out of school and holiday club for a maximum of 12 children. Children attend a variety of sessions.

The nursery is experienced in supporting children with learning difficulties, and currently the majority of children attending the nursery have English as an additional language. The nursery opens five days a week, all year except for public holidays. Sessions are from 7:45 until 17:45.

Eight full time staff work with children, and of those all hold an appropriate early years qualification. The nursery receives support from the Local Authority and is involved in the Neighbourhood Nurseries Initiative and with Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for in a very clean and well-maintained environment. Children's health is extremely well promoted and they show excellent understanding and willingness to keep themselves healthy. They are actively and consistently learning about the importance of good hygiene practices through very well established routines. For example, children begin to understand why they must wash their hands before meal times and after using the toilet. When asked, a pre-school child said "we wash our hands to get rid of the germs". Pictorial reminders and discreet supervision ensures that children wash their hands frequently. Their independence is fostered by the provision of low-level toilets and sinks which they can use safely. They access liquid soap and dry their hands using roller towels. Children are encouraged to become responsible for their personal care by brushing their teeth after meals to keep them clean and healthy.

Children stay healthy because staff follow excellent hygiene routines. For example, they wash tables before and after meals and there is a robust changing routine for those children still in nappies. Staff are diligent about hand washing and have daily cleaning routines within each room. Clean linen and blankets are provided for each child when sleeping in a cot or on mats. Children are aware of when they are tired and happily rest and sleep according to their needs with staff ensuring that they are closely supervised.

Children are very well protected in the event of an accident because the in-house training plan ensures all staff are kept up to date with their first aid training. There is a named person who is responsible for ensuring that first aid boxes are fully stocked. Parents are made aware of the detailed policy and the procedure that is followed when a child is taken ill. If a child becomes ill during the day, the staff ensure they are comfortable while waiting to be collected by parents. Clear information is given to parents about exclusion times relating to common childhood and other illnesses to minimise possible cross-infection. Details of accidents and medication administered are recorded precisely, ensuring parents are fully informed about their children's care.

Children enjoy their food and are encouraged to make healthy choices. They are introduced to new foods sensitively and dietary needs are met effectively by staff and parents sharing information. Children enjoy a varied diet and are well nourished as meals and snacks are prepared on site and are provided at regular times throughout the day. Children benefit substantially as their cultural requirements are met. For example, children enjoy curries, halal food and enjoy

eating naan bread and chapattis. Children with special dietary needs have their needs well met because staff are aware of their individual needs and have a list to refer to. Children gain a good understanding of healthy eating through discussion time and during activities such as cooking. The children enjoy healthy meals and snacks which include fresh fruit such as mangoes, kiwi fruit and vegetables. They freely talk about carrots being good for them and how these help them to see in the dark. Children are provided with drinks at regular times of the day and they are also able to access fresh drinking water independently. Meals are relaxed, social occasions when children sit together and chat happily. Food is attractively presented and plentiful. The kitchen is well organised with food and temperature records in place to minimise the risk of cross-infection. All food is probed and covered before it leaves the kitchen.

Babies and young children's health and emotional needs are well fostered by the warm, relaxed relationships they develop with the staff. Staff are diligent and carefully follow sleep routines and young children are fed and nurtured according to their needs. Children develop good personal independence because staff encourage them to carry out tasks for themselves. For example, children are encouraged to put on their own coats before outdoor play. Children enjoy excellent opportunities to experience physical play and develop their skills. The staff plan an extensive range of activities that enable children to develop their confidence on a wide range of equipment that provides challenge. Children are able to climb, ride wheeled toys, play with the balls, jump on the trampoline and balance on equipment. The outdoor area is used as an extension of their learning as children often are out in the fresh air engaging in role play in connection with their topic. For example, the children look at the different shapes of the clouds, their shadows and play games to assist them in learning about different shapes. They learn to move confidently and show a good space awareness as they participate in outdoor play. Children discuss the changes in their bodies after exercise and how to keep themselves fit and healthy. Children access a range of equipment that encourages their fine physical control effectively. For example, they choose from a range of tools and objects, such as pencils, scissors, threading beads and peg boards as they develop their hand to eye co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's safety is paramount and they are well cared for in premises which are safe and secure. The children are happy and well-settled and staff are deployed effectively to ensure all areas of the provision are well supervised. Children can move safely and independently in all areas, as risks have been identified and minimised by staff. For example, the entrance door is kept locked during operating hours, stair gates are fitted to prevent children having access in certain areas and sockets are protected. Comprehensive risk assessments are in place throughout the nursery and these are updated regularly or when necessary. Children have a sound awareness of fire safety through discussions and by practising emergency escape routines. This helps children to understand the importance of staying calm in an emergency. Fire safety equipment such as smoke detectors and fire extinguishers are in place and fire evacuation procedures are clearly displayed. Clear procedures are in place to ensure children are safe when on outings and when using the outdoor play area.

All parents and children are made very welcome. Younger children and babies are able to investigate and explore their surroundings safely as they begin to crawl and then walk. The premises are colourful with children's artwork prominently displayed in all areas. Children use clean, appropriate toys and resources some of which are stored at child height for easy access. Children learn to take responsibility for keeping themselves safe through daily routines and staff explaining safe practices. For example, staff remind children not to run inside, to sit on the chairs properly and babies and young children who are sleeping are checked frequently and appropriate records are maintained. Children are well protected when taken out walking from the setting because any outings in the local area are risk assessed. Staff talk to the children about 'stranger danger', the risks of touching other people's animals and they follow the green cross code to ensure their safety.

Children are very well protected by staff, who have an excellent understanding of child protection policies and procedures. Managers are fully conversant with reporting procedures and all staff have attended training, giving high priority to children's welfare. Policies are shared with parents to promote a common understanding on safeguarding children. Procedures are also in place to prevent unauthorised entry to the nursery and to ensure that children only leave with known adults.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very happy, confident and actively enjoy their time in this vibrant setting. Children are eager to learn and participate enthusiastically in the wide range of stimulating and challenging activities. Children are able to build on knowledge and skills already acquired because staff know the children very well. They provide first hand learning experiences for the children which are both adult-led and child-initiated. Children are supported well to deal with the separation from parents and carers and develop close relationships with staff caring for their age range. Children are settled and confident and they build trusting relationships with the staff.

Babies and young children benefit from the staff's sound knowledge and understanding of the 'Birth to three matters' framework. This enables staff to plan first hand learning experiences based on children's individual needs. Babies receive excellent support from staff who spend time holding, talking and playing with them. Babies develop their early communication skills as they engage with staff who respond to their non-verbal sounds, smiles and gestures during play. Babies have very good opportunities to develop their senses as they explore with a variety of objects and textures. For instance, corn flour, jelly and ice cubes and explore sound as they shake a variety of musical toys and instruments. Babies are encouraged and supported in their physical development as they begin to roll, crawl and take their first steps. Staff plan the transition through the nursery very well so that children remain secure and happy and settle quickly in each area.

Children form very secure relationships with familiar adults and each other and play very well together. They confidently initiate conversations and talk about events outside the setting. Children are well supported when trying out new activities. They have a wide range of interesting experiences during a typical week. For example, children enjoy making relevant clothes for their

weather theme, and looking at the different shapes of clouds. All children enjoy and share stories, songs and rhymes. Staff listen to and value what children say and have clear expectations of what they can achieve. Staff use every opportunity to extend children's learning and thinking.

Nursery Education

The quality of teaching and learning for the nursery education is outstanding. Teaching effectively promotes children's learning towards the six areas of learning and children make excellent progress. Staff have an exceptional knowledge of the foundation stage and plan an effective curriculum to progress children along the stepping stones. Observations and assessments for children are used effectively and enable staff to plan for individual learning for all children. All the staff are involved in planning and recording assessments of children's progress. Staff clearly know why children are doing the activities and what they expect the children to learn from them. Each child has specific targets, which staff discuss regularly, then activities are planned to extend their learning in those areas. Planning is thorough, activities varied and learning outcomes are clearly identified. The staff are caring, patient and supportive towards the children. They know the children well and demonstrate a very high level of commitment to their work. Staff stimulate and motivate the children to learn through creative teaching methods which are varied and exciting. Staff use effective methods to develop children's memory and learning skills. Staff skilfully ask questions which encourage them to think and predict. For example, 'who did your hair today', and 'what do we fly in the sky?' Information is gained verbally from parents regarding their child and what they are able to do. Children learn right from wrong because staff are good role models. Children show an awareness of their own needs and that of others, and understand that their actions have consequences. Children are interested, excited and motivated to learn. They concentrate well and persevere with tasks showing growing levels of confidence and self-esteem. For example, children spend long periods of time painting pictures, filling containers and pouring water into funnels. Children chat happily as they play and work together and discuss what they have made. Children are encouraged to bring in photos of themselves and their families. This encourages them to talk about their families and they feel a strong sense of belonging. Children have opportunities of feeling special as they take turns in being a helper as they assist staff in laying the table and give out drinks at snack time. They also take turns in holding 'Lola' and are fully aware that this is their special time when they relate and speak about their own news to the other children.

Children make outstanding progress as a result of the wide range of interesting and stimulating activities. Children are provided with excellent first hand learning experiences provided by the staff. Children learn through an excellent range of adult-led and child-initiated play. They have effective opportunities to use their own initiative and develop independence whilst engaged in both indoor and outdoor activities. Children are keen to communicate with adults and other children. Children talk and negotiate with each other as they organise their play. For instance, a group of children talk about making spider juice and posting cards for mothers day in the post box. They listen enthusiastically to stories and have many opportunities to look at books independently. Children notice a wealth of print displayed around the nursery on captions and posters. They are beginning to recognise their names and more able children trace these correctly in well formed letters. They learn to understand how sounds of letters link to words. Staff skilfully explain to the children how the cover and pictures of a book relate to the story. Staff read stories expressively, involve the children and expand their imagination. They sit and listen

to stories about a big old bear who swallowed a fly. They confidently talk about their families, what they do at home and what they are doing at the weekend. Children talk about going bowling and another talks about going to the cinema to see 'Happy Feet'. Children have many opportunities to develop pre-writing skills and mark-making through an excellent range of activities.

Children are encouraged to use number as part of everyday routine and are beginning to grasp the concept of addition and subtraction as they sing songs such as 'Five currant buns' and 'Five little monkeys'. The children use mathematical language effectively in activities and are familiar with words to describe size, position, shape and quantity. They confidently name shapes such as squares, triangle, circle and rectangles. They have many opportunities to sort, match and compare objects in a variety of contexts. For example, they play matching card games, compare sizes of objects and weigh ingredients for cooking. They learn about volume and how containers hold different amounts of water and why some items float or sink.

Children have many opportunities to explore, and satisfy their curiosity through first hand experiences. Children learn about change through topics, for example, they currently look at the different changes of weather. They talk about different clothes they would wear on a wet, hot and rainy day and engage in additional first hand activities to promote their learning. For example, they look at the different shapes of clouds, their shadows and how some are bigger and smaller. They also observe change as they grow seeds and watch them grow. They discuss the life cycle of a caterpillar and frogs. They talk about winter animals such as penguins and how some animals hibernate. They make a mini solar system and discuss the planets and stars. Children use the computer to develop their co-ordination and skills in using the mouse. They are well supported by staff whilst using the different programmes. There are additional programmable toys to support their learning and develop their understanding of everyday technology. These include cash tills, phones and tape recorders. Children learn about the natural world as they talk about different animals and enjoy visits from 'Zoo lab' when they look at interesting reptiles. They discuss and carry out creative activities associated with different seasons. For example, they collect leaves to make collage pictures, make snowmen and look at what happens to ice when it melts. They frequently talk about past and present events in their lives which helps them to learn about time. They confidently talk about visiting their grandparents, watching television and what they watched at the cinema last week.

The children become aware of the wider society as they regularly access an excellent range of resources which provide positive images of culture, disability and gender. These include dolls, puzzles, dressing-up clothes and dual language books. There is an extensive range of posters and pictures displayed on the walls which reflect diversity. They celebrate a wide range of festivals, colour in pictures, participate in activities and try out associated food. They regularly visit the local Gurdwara and the Hindu temple and have many opportunities to consolidate their learning as they engage in appropriate learning activities. For example, children listen to a story about the 'Fidgety fish' and make a collage and make mobiles associated with the book. Children have opportunities to use their imagination as they take part in role play based on first hand experiences. For example, they pretend to make sandwiches, write letters and make cards and post them in the letter box. The children have excellent opportunities of experimenting with differing textures. These include water, sand, play dough, corn flour, ice cubes, jelly and craft materials. The children are beginning to talk freely and tell staff about their ideas. For

example, they pretend to talk to their mum on the phone and tell them what they are doing at the nursery. All children enthusiastically enjoy singing songs and participating in action rhymes, some of which they sing in different languages.

Children show good control and co-ordination as they move confidently and safely around both the indoor and outdoor areas. They take part in music and movement sessions where they develop an awareness of space and others around them. Children have access to a secure outdoor space where they are able to develop their climbing, pedalling and balancing skills. For example, they use the climbing frame, pedal bicycles, and kick balls. Children use a wide range of small equipment to develop their hand to eye co-ordination through regular use of tools and equipment such as scissors, threading beads, paintbrushes, glue sticks and pencils. They enjoy a variety of activities which involve using their senses of touch, smell and taste. They explore sounds effectively through playing a range of musical instruments and listening to stories on tapes.

Helping children make a positive contribution

The provision is outstanding.

Children develop excellent relationships with adults and other children as staff work with parents and carers to meet their individual needs. All children are warmly welcomed and feel a strong sense of belonging as they take part in the life of the nursery. They move freely between activities and are comfortable with routines. Babies bond well with the familiar staff and therefore feel secure. Staff know the children well and raise their self-esteem by valuing them as individuals. Currently the setting supports children with learning difficulties and/or disabilities and the majority of the children attending speak English as an additional language. Children's needs are met by their individual educational plans and one-to-one support is provided to ensure children fully integrate and have the opportunity to reach their full potential. Staff work very closely with parents and other professionals. For example attending meetings to ensure that the best care possible is given to each child. The special needs co-ordinator is experienced to ensure that they are fully included into nursery life. They have access to a balanced range of activities and work alongside others. Staff take time talking to parents before children start, to find out about their routines, interests, information about their family, and anything that is special to them. This enables them to settle and enjoy their time in the setting. All children quickly have a sense of belonging as they are encouraged to identify strongly with their key worker group. Children are listened to and the staff show interest in what they say, which helps them to feel good about themselves.

Children become aware of their own and other cultures through a wide range of resources and topic work. Staff use books, sing nursery rhymes and relate stories that promote positive images of culture, ethnicity, gender and disability. Children learn to value diversity because resources are well integrated within their play environment. For example, multi-cultural displays and posters decorate the walls, puzzles and role play items positively represent different people. They can see an excellent range of words written in different languages in books and pictures and posters of children with disabilities taking part in everyday play. Children learn about different countries through planned activities. They celebrate a variety of festivals, such as Christmas, Diwali, Chinese New Year, Raksha Bandan and Eid. They make cards, dragons,

bracelets, divas, lanterns, Chinese hats, envelopes and listen to different music. All children are included in the activities and routines. Children benefit as staff communicate with them in their mother tongue which enables them to feel valued. They are encouraged to respect and value themselves and each other. Children's spiritual, moral, social and cultural development is fostered.

Children are well settled, confident and sociable. Children's behaviour is excellent. They are well mannered, polite and considerate to others. Children learn to manage their own behaviour because of gentle reminders from staff regarding expected behaviour. Staff use positive strategies for managing behaviour throughout the nursery. This helps children learn to understand behaviour boundaries and how their behaviour may affect others. Younger children are developing an awareness of themselves and find out what behaviour is acceptable as they test out boundaries with adults who they trust. Children are consistently praised and thanked for their efforts. The children are aware of the setting's boundaries and play well together, sharing toys, taking turns and showing consideration for others. They are listened to and the staff value what they say, which helps them to feel good about themselves. The children get on with each other and play together happily. For example, a group of children play co-operatively in the role play area and another group play board games. They arrive keen and eager to learn and assist each other in their play. Staff use praise well, rewarding children with comments such as 'that's lovely', or 'well done that's wonderful'. They clap and applaud the babies and younger children when they have achieved which increases their confidence.

The partnership with parents and carers is outstanding. Valuable written information is provided for parents to cover both care and education. For example, they receive regular newsletters and daily information sheets on their children's day. Parents comment very positively about the nursery and feel supported by the approachable staff who create a friendly and sociable atmosphere. They are invited to attend sessions before their child starts with a named key worker and receive a copy of the prospectus. This includes comprehensive written information regarding how the Foundation Stage is implemented within the setting which enables them to understand how their children is learning. Children take home library books for their parents and carers to read to them, which extends their learning at home. Parents are also encouraged to be involved within the nursery as they cook food and engage in activities related to different cultural festivals. Parents find the information they receive about topics and themes very valuable and have opportunities to discuss and review their child's progress. There is an activity folder based on children's current learning and this contains samples of the activities they have taken part in. Staff exchange information with parents on a daily basis, thus ensuring that any developing or changing needs of the children are met. Children benefit because detailed information about children's routines, interests and their starting points are sought to help staff plan for the individual child. Parents are mainly informed of their child's progress through regular discussions and daily sheets are completed for all children. Parents are aware of their child's key worker and are confident in liaising and discussing aspects with them. They are invited to open evenings to discuss their child's progress in detail and have access to their children's assessment records. Parents speak very positively about their children's experience in the nursery. The nursery is pro-active in receiving feedback from parents via questionnaires which are sent out to them. The managers of the nursery take comments on board and action plans are written to implement any issues raised.

Organisation

The organisation is outstanding.

The effective organisation of the setting ensures that children are extremely well cared for by qualified and suitable staff. Comprehensive policies and procedures protect children and are effectively implemented to promote all the outcomes for children. Managers are pro-active in ensuring that the practice of all staff contributes positively to children's good health, safety and enjoyment.

All staff are qualified and work together as part of an established team. Robust recruitment and vetting procedures ensure that children are well protected. Staff have regular opportunities to reflect on their own practice, through regular staff meetings and yearly appraisals. Staff demonstrate that they are highly motivated and committed to on-going training to improve their knowledge, which impacts on children's learning. Children's play and learning experiences are enhanced because all staff are encouraged to develop their existing knowledge and understanding of child care related issues. Staff are encouraged to evaluate and improve their own practice and they contribute ideas within staff meetings. There is a clear induction system in place for any new staff and students. Children's welfare is exceptionally well promoted by visible and committed management, working alongside a friendly and enthusiastic staff team.

Children are happy, relaxed and cared for in a friendly environment. Rooms are welcoming and resources are stored safely. Activities are varied and familiar routines provide children with security and consistency. The wide range of experiences supports children's learning and encourages their independence and freedom of choice. Staff are well deployed, ratios exceed minimum requirements to ensure that children receive an effective level of interaction and supervision. Additional staff are employed to provide cover and the manager is supernumerary. Children are cared for in age related groups and an effective key worker system is in place which supports their learning and play. There are close links with staff from different rooms making children's transition from one room to another a positive experience. All legally required documentation is in excellent order and reviewed regularly.

The leadership and management of funded children is outstanding. Nursery education is monitored and developed to ensure that children make excellent progress towards the early learning goals. The staff work well as a team and are clear about their roles and responsibilities. They work effectively together to monitor and evaluate the strengths and weaknesses of the early years programme, consequently, excellent standards are maintained. All children are supported well to achieve their potential by staff knowing their starting points and working with parents and carers to support this progress. Pre-school staff have a strong knowledge of the foundation stage curriculum and are very capable in planning a programme of activities to enhance the children's learning. Managers provide exceptional support for staff and excellent team work is apparent. Managers have a clear vision with the provider of how they want the setting to operate for the children. Strengths of the provision are shared as good practice. Weaknesses are identified by all staff and action plans are implemented with dates to ensure that objectives are met. The management provide an effective induction for students and new staff which covers necessary information, policies and procedures. The management is pro-active in their approach and encourages all staff to play a full role in the setting. Staff evaluate the activities provided for the children and keep evidence to show how children make progress in

their learning, which enables them to monitor whether targets have been met. The setting is constantly looking to improve practice.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting was required to develop staff's awareness and understanding of effective ways to manage challenging behaviour. They were asked to provide children with greater privacy when using the toilet and to revise the medication forms to ensure confidentiality of information. They were required to provide sufficient communication technology equipment and reading books for the toddler and pre-school room. Since the last inspection the children now have privacy when using the toilet and the medication forms have been revised to ensure confidentiality. Through training and staff have developed their awareness and understanding of managing behaviour and the setting now has a good range of technology equipment and reading books. Consequently, children's health, safety and well-being are supported.

At the last nursery education inspection the setting was required to improve staff's confidence in using the six areas of learning to support children in unplanned activities. They were asked to use assessments more effectively to identify the 'next steps' in their learning and improve parents understanding of their children's learning. These issues have now been addressed as staff are now more involved in planning under the clusters of stepping stones to ensure a more balanced curriculum is provided. The setting now has also implemented individual learning plans for the children which are individualised, achievable and appropriate to the child. Parents are involved in their individual plans and participate in children's learning as regard with specific themes, topics and events.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk