

# Little Owls Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY365260
<b>Inspection date</b>	14/10/2008
<b>Inspector</b>	Georgina Emily Hobson Matthews / Melanie Calway
<b>Setting address</b>	20 School Lane, Dereham, Norfolk, NR19 1LR
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Little Owls Day Nursery is privately owned and registered in 2003. It opened in the current premises in 2008 and operates from five rooms in a converted, single storey building in East Dereham, Norfolk. The nursery design incorporates facilities for people with disabilities, to provide access to the property and suitable toileting facilities.

Children have access to a secure, enclosed outdoor play area. A maximum of 59 children aged under eight years may attend the nursery and breakfast club at any one time. Children come from a wide catchment area that covers the local community and surrounding area. There are currently 123 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 38 receive funding for early education. The provision is registered on the compulsory and voluntary parts of the Childcare Register.

The nursery is open each weekday from 07.30 until 18.00 for 51 weeks of the year. Children attend for a variety of sessions. The nursery employs 17 members of staff including those that complete ancillary tasks. All members of staff working directly with the children hold appropriate early years qualifications and four are working towards a higher level of qualification.

## **Overall effectiveness of the early years provision**

Little Owls Day Nursery provides very effectively for children in the Early Years Foundation Stage. An established key person system enables staff members to work closely with parents in order to meet children's individual needs successfully. The proprietors and their longstanding team of staff provide children with a secure, safe, welcoming and comfortable environment. They are committed to continuous improvement and systems are in place to identify and target areas for development. As a result, children are happy, at ease and able to make good progress.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- continue to maintain systematic observations of children and link these to planning and fully involve all parents in the assessment process to create an ongoing dialogue about their child's learning
- review elements of the organisation of lunchtime to reduce the time children spend waiting.

## **The leadership and management of the early years provision**

Children's welfare, care and safety are extremely well-fostered. Considerable care has been taken during the development of the nursery with a high priority given to promoting children's safety and security. The nursery is very well equipped and

children have access to a wide range of resources. Thorough risk assessments are in place for all areas and systems are in place to review the nursery's safety practice. Access to the nursery is monitored carefully with digital coded doors and a telephone intercom system.

The nursery has established a team of longstanding, qualified and committed staff members and effective procedures are in place to ensure their suitability. Robust systems are in place to safeguard and promote the welfare of the children. The team is proactive in addressing areas for improvement as they arise and the management team has moved quickly to review how the nursery plans for each child's learning. Some staff members accessed training prior to the implementation of the new EYFS and are working with a teacher from the local authority. The new system is in the early stages of development although procedures are in place to record systematic observations on children's progress and to identify the next steps required in their learning.

Parents are encouraged to contribute to these records although not all parents of younger children are aware of this. Successful partnerships with parents are in place and they are provided with good quality information about the nursery. Ongoing communication about children's development ensures consistency and parents' satisfaction is reflected in their very positive feedback. The nursery has made links with other providers delivering the EYFS for the children to ensure a continuity of learning and care.

## **The quality and standards of the early years provision**

Children's learning and development is successfully promoted. They are provided with a wide range of experiences across the six areas of learning. The environment is organised effectively to accommodate their play. Children are supported attentively by a team of friendly, caring and affectionate staff members. Children play at their own pace and sessions are planned to take account of their ages and their individual interests. Planning is flexible to take advantage of any spontaneous opportunities. For example, a child brings some chestnuts into nursery and staff members cut some in half and children are able to compare the outside and inside.

Good health and well-being is promoted and necessary steps are taken to prevent the spread of infection. Children are encouraged to develop good hygiene practice at the nursery and their awareness of road and fire safety and of how to stay safe in the sun is raised. The nursery follows the Government's School Food Trust guidelines to ensure that children benefit from a healthy diet. Lunches are cooked at a local school and older children develop excellent skills as they help themselves to food from a serving table. This system, however, results in some delay between the first and the last child obtaining their meal although children are not unduly concerned on the day of inspection. Children thoroughly enjoy their lunch and are encouraged to make healthy choices.

Children behave exceptionally well. Good social skills are displayed as children play alongside each other and babies respond with gestures, laughter and smiles. Staff members encourage children's communication skills. Children learn to sign at the

nursery and some of the youngest children are able communicate 'please' and 'thank you'. Children listen intently to stories and are able to anticipate and to recall events. Children have lots of opportunities to mark-make and to practise their emergent writing indoors and outdoors. Some children are able to write their names and they recognise numbers around the room and during board games. Children count, for example, balloons in a picture and older children can use a number line and calculate during activities such as '10 hot cross buns'. They talk about which is bigger and smaller during their play with dinosaurs. Children think about simple problems as they build a large structure.

Children find out about living things in the nursery's sensory garden as they grow vegetables such as potatoes and tomatoes. Older children care for a guinea pig and all children observe nesting boxes and a bird table. Children learn about people within the community during visits from a policeman and a dental nurse and on outings to the school library. They learn about helping others during the Harvest Festival. Children have access to range of creative resources such as paints, collage materials and clay. They particularly enjoy creating a 'musical instrument' with plastic bottles, rice, lentils and chick peas. Children immerse themselves in imaginary play with small world resources and in a home corner. They enjoy music sessions where they have opportunities to listen to different music styles, to explore rhythm, to use their voices and to move to music.

Children develop a positive attitude to exercise and have opportunities to explore a variety of physical movements as the nursery makes excellent use of the outdoor area. Children move with confidence as they manoeuvre small tricycles and space hoppers around. They learn to move with control and co-ordination on large pieces of equipment and are able to travel around, over, through and to balance and to climb. They learn to manipulate small tools during sand and water play and as they manipulate dough. Babies learn to crawl and to pull themselves up on furniture.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Outstanding

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration or the last inspection.

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.