

Wise Owl Day Nursery

Inspection report for early years provision

Unique reference number	EY222291
Inspection date	13/10/2008
Inspector	Maralyn Chiverton
Setting address	22 Midland Road, Royston, Barnsley, South Yorkshire, S71 4QP
Telephone number	01226 700600
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Type of setting	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).

Description of the setting

Wise Owl Day Nursery opened in 1992. It operates from a single storey building, situated in Royston, on the outskirts of Barnsley and Wakefield. The nursery serves the local and surrounding area. There are currently 78 children on the Early Years Register. This includes 31 children in receipt of nursery funding. Children attend for a variety of sessions.

The nursery opens five days a week all year round. Sessions are from 07.30 to 18.00.

There are 16 members of staff who work with the children, fourteen of whom have a recognised early years qualification. The setting supports children with learning difficulties and or disabilities.

Additional staff are employed for cooking and housekeeping duties.

Overall effectiveness of the early years provision

Wise Owls nursery provides a happy welcoming environment where all children are well cared for and highly valued as individuals. There are efficient systems in place for monitoring and evaluating practice as well as identifying key strengths and areas for further improvement. The setting has an effective observation and assessment procedure to monitor and further develop children's learning and development. The nursery fosters close working relationships with parents and other providers which has a positive impact on the quality of care and education offered.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to be more independent creative learners and thinkers
- introduce a range of natural materials for younger children to allow them to develop their natural curiosity, to explore their immediate environment and become more competent inquisitive learners.

The leadership and management of the early years provision

Documentation which is required for the safe and efficient management of the setting is very well organised and used effectively to promote all aspects of children's health and safety. Staff are well qualified, experienced and highly motivated and supported very effectively by the provider. Consequently the quality of the care and education offered continues to improve. The majority of staff have attended child protection training and have a secure understanding of their role and responsibilities in keeping children safeguarded. All staff have a valid first aid certificate which further ensures children's safety and welfare. Resources are effectively deployed to allow children to choose with freedom and safety. Self-

evaluation systems are very effective in developing a good understanding of the strengths and weaknesses of the provision. For example, staff complete action plans which clearly identify areas for improvement and include a timescale for completion. A detailed record of risk assessments ensures risks are clearly managed and any concerns eliminated. The setting has taken positive action to address recommendations made at the last inspection which has helped to further promote children's health and safety. For example, the organisation of meal times further enhance children's independence through self-service. Children are given more opportunities to develop early mathematical skills through the use of colourful posters and daily routines. Observations and evaluations of activities are consistently evaluated to provide appropriate challenge all children including the more able.

Staff work carefully with parents and carers to ensure that children's needs are effectively met. Parents receive a wealth of quality information about the provision and their child's care and education. The children's daily diary informs parents about children's care and the activities they have enjoyed, and also encourage parents to make similar daily comments. The regular newsletters inform parents about planned topics and training staff have recently attended as well as information about any updated policies. The integration of care and education is well promoted through strong working links between the nursery and other local providers. All providers attend regular practice meetings and the nursery regularly meets with the local school to ensure the shared care of a child with learning difficulties is well promoted. The nursery is committed to providing a welcoming and inclusive provision which meets the welfare and learning needs of all children, who attend regardless of background.

The quality and standards of the early years provision

Children are well supported in their learning through the staffs secure knowledge of the Foundation Stage. They are provided with well planned learning areas and focused experiences which help children to make very good progress towards the early learning goals. Each area includes information about key learning intentions and opportunities as well as enhancements to promote continuous provision. Lots of environmental print helps to promote children's awareness of print having meaning. Children are encouraged to sound out their names and are beginning to form recognisable letters. Visits from people who help us as well as visits to places of interest such as the local church promote well children's awareness of their local environment. Colourful posters depicting numbers and shapes as well as flags from other countries further promote children's learning. Children are able to play independently as well as in groups. They show good concentration and listening skills. Children use a computer with competence and a well resourced outdoor play area promotes well their physical development. They enjoy participating in planned creative activities as well musical sessions. Activities are well planned and purposeful; they cover a broad and well balanced curriculum which covers all six areas of learning and include exciting activities for outside play. For instance, a variety of metal pans are safely fixed to an outside wall and children choose a metal or wooden spoon to create their own music. However, activities are mainly adult directed which limits the opportunities for children to be more independent, creative

learners and thinkers. Children have access to a wide variety of resources which are generally suitable and purposeful. However, a lack of natural materials for younger children does not allow children to develop their natural curiosity, to explore their immediate environment and become more competent inquisitive learners. There are very effective systems in place to identify starting points, and to record and monitor children's learning and development. Staff use focused and short observations which are linked into the early learning goals and include identification of next steps in children's learning. The involvement of parents and other providers in promoting children's progress has a positive impact on children's learning and development.

Children are provided with a very warm and caring environment. They benefit from positive relationships between staff, parents and other children which allows them to feel happy and settled. Robust procedures such as wearing disposable gloves and aprons when changing nappies as well as wearing a hair net and apron when preparing food ensure children are kept free from infection. Other procedures include a rota for ensuring toilets are cleaned regularly and the use of antibacterial spray for wiping down surfaces, which further promotes children's welfare. Children have a very good understanding of the reasons for personal hygiene and independently use tissues and the toilet. They enjoy a balanced range of healthy foods which include a choice of cereals, fresh fruit and vegetables, dairy products, meat and vegetarian options. Children are well behaved and encouraged to show care and consideration for others. They follow a set of golden rules which encourages them to be kind and gentle to listen and not hurt each other. Children with learning difficulties or disabilities are well supported through the experience of staff and their commitment to working with others to ensure such children's needs are met.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
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?	Good
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

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 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.