

Little Owls Nursery

Inspection report for early years provision

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Inspector	Sylvia Cornock

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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Little Owls Nursery is privately owned and operates from the youth centre adjacent to Rudheath Community Primary School. The same provider operates the Pre-school and Out of School club within the Rudheath Community Primary School. The nursery operates from designated rooms within the youth centre. There is a secure area for outdoor play. The nursery is open Monday to Friday 8.30am to 3.30pm term time only.

The nursery is registered to care for a maximum of 22 children in the early years age range at any one time, of whom, none may be under two years of age. The nursery currently has 24 children on roll, of whom, all are in the Early Years Foundation Stage (EYFS). The nursery supports children with additional needs.

There are four staff who work directly with the children of whom three hold NVQ Level 3 and one with NVQ level 2 in early years childcare. One member of staff is currently undertaking the Early Years Professional Status (EYPS) qualification. The setting is a member of 4children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff are very professional and they aspire to maintain the highest possible standards of care and education. Children's welfare needs are rigorously safeguarded. The settings highly stimulating and challenging environment enables children to develop independent, active learning as they have fun. Children make good progress within their individual learning journey, which is imaginatively shared through excellent partnerships with parents. The setting has fully addressed the recommendations from their last report appropriately. Through excellent self evaluation the provider highlights areas for improvement to include, the development of the outdoor garden area to further promote children's awareness of the environment. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the outdoor garden area to further promote children's learning and development.

The effectiveness of leadership and management of the early years provision

The staff's organisation and management are thorough. The safeguarding, complaints and emergency procedures are well known and robust. They have great enthusiasm for continuous improvement and they have a thorough working knowledge of the EYFS. The records, policies and procedures are superbly organised and are highly effective in supporting the service. The focus is always upon helping all children to make outstanding progress and promoting their welfare. For example, staff use daily risk assessments safety checklists to ensure that the environment is always safe, clean and fit for use. Each child has their own key person who works closely with parents and carers. They keep daily records of children's progress and make detailed topic and activity plans to ensure that the six areas of learning are provided in stimulating and varied ways which also consider all the outcomes for children. As a result, children's interest is captivated and they are quickly learning how to be healthy, safe, positive, considerate people with a desire to participate and achieve.

Staff ensure their knowledge and understanding of individual children's needs are met. Children with additional needs are progressing well through working closely with other professionals and parents. Staff update resources, activity ideas, inputs, policies and procedures accordingly. Staff regularly evaluate the outcomes for the children they are caring for to ensure that the service continues to effectively improve. The staff organise the space, resources and outdoor experiences with great skill and keep all areas immaculately clean and accessible. This ensures that children receive an extremely rich and stimulating play experience, with a well balanced mix of adult led and child initiated play.

The strong management team are actively involved within the nursery and eager to achieve the highest service standards for the local community. The whole staff team is highly motivated towards providing good quality care and education for children. Staff are committed towards their involvement in the self evaluation documents in order to bring about improvement. They have identified areas for improvement and strive to implement them. They are currently looking to further develop the garden area to include the growing of vegetables. Staff are well qualified and experienced and annual appraisal systems are in place to support staff and identify future training needs. Staff meetings are held on a regular basis to further enhance staff development and their roles and responsibilities have been clearly established. Consequently, staff work effectively as a team because they feel valued and involved within the setting.

Partnership with parents is superb as staff discuss every aspect of their child's learning and development with them. Displayed information, children's artwork and informative portfolios clearly display to parents the high quality care and education that is offered. Parents are able to access their child's learning profile book. In addition, parents are given their own copies of the policies and procedures of the setting. The staff welcome into the setting any other carers as they exchange information in order to facilitate good liaison arrangements. The setting supports families and children with additional needs exceptionally well. Parents are always

warmly welcomed and included in what their child is doing and are encouraged to continue this at home so that they too are enjoying seeing their child develop.

The quality and standards of the early years provision and outcomes for children

The learning environment provided by the staff and their personal skills are inspirational. Resources are varied, stimulating and easy to access. The routines for indoor and outdoor play are consistently used and applied. As a result, all children feel secure, confident and at home and make significant gains in their learning and development. Their levels of achievement are excellent in relation to their starting points and capabilities.

The staff start with a clear focus upon personal, social and emotional development. There is an emphasis on self-esteem; they teach children to participate, adopt safe and hygienic routines and to behave with pride in themselves and have consideration for all others. Staff consistently use all their own personal skills and insights into each child to promote this development, making great use of praise and confidence building to successfully teach children to behave well, respond enthusiastically and play cooperatively. They also encourage children's development of communication, language and literacy skills. They provide time for reading as children can freely access books from the wide selection provided. They sit well as they listen to stories being read to them they take part as they view the print and pictures. They enjoy going for walks into the community and collecting leaves for their autumn wall display.

The staff extend children's creative and physical skills, their problem solving skills and their understanding of the world as they engage in a variety of activities. Staff take every opportunity to develop mathematical skills as children count objects and use imagination as they join the train engine and carriages counting how many all together. Most of the older children are competent in recognising numbers and letters. They enjoy the outdoors where they can choose activities which are also available indoors, giving them the choice of indoor or outdoor play, such as, water play, sand, painting, planting bulbs and seeds. They select musical instruments which represent other cultures and countries which are freely available. Children are involved fully in all aspects of an activity from start to finish and the staff never waste an opportunity to explain why something happens or how it works.

Children's welfare is promoted by the staff to a consistently high level. They blend daily routines and activities expertly together so that children acquire competence, confidence and independence in all areas. For example, children are taught how to be safe through themes and discussion and taking part in evacuations of the building. The setting promotes healthy eating as they provide children with an understanding of what is good for us, through offering healthy snacks prepared by the children themselves. The staff are constantly alert and they take all opportunities to refer back and discuss various topics and experiences with the children. This enables them to remember and celebrate the activities that they have enjoyed as well as consolidating valuable learning about themselves and their world. The setting focuses upon emotional and physical health and cultural

diversity as they embrace and welcome everyone into a wholly inclusive environment. As a result, children exhibit excellent skills. They know how to act safely outdoors and to make healthy eating choices and adopt good personal hygiene. They are considerate to others and are self-confident in choosing activities and resources of their choice.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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