

Barn Owl Day Nursery

Inspection report for early years provision

Unique reference number EY396413
Inspection date 25/01/2010
Inspector Claudia Padfield

Setting address 1117 Oxford Road, Tilehurst, READING, RG31 6UT

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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*.

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.

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Description of the setting

Barn Owl Day Nursery was registered in 2006 and is privately owned. It moved to its current premises in 2009 and operates from a former residential house in Tilehurst near Reading, Berkshire. Children have access to an enclosed outdoor play area. It is open each weekday from 8.00am to 6.00pm for 51 weeks of the year.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children under eight years may attend at any one time. There are currently 30 children from six months to four years on roll, who attend for a variety of sessions. A number of children who speak English as an additional language are currently supported.

There are 10 members of staff of whom nine work directly with the children. Of these, five staff hold an appropriate early years qualification, three are training towards a further qualification and two are training towards an initial qualification. The setting provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Leadership has a clear vision which is developed through the staff team's evaluation of the nursery. Management are able to identify and prioritise actions and improvements in practice, which in turn offers a service which responds well to children's needs. The children settle and have good relationships with staff who value the close working partnership they develop with parents. Staff treat the children with warmth and respect in a safe environment; this fosters children's independence. However, some of the children's observations and assessments lack detailed coverage of each aspect within the areas of learning.

What steps need to be taken to improve provision further?

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

- ensure that all children's observations and assessments are completed and cover each aspect within the areas of learning
- develop and extend the range of physical and sensory challenges for the outside play area

The effectiveness of leadership and management of the early years provision

The staff have effective procedures in place to ensure that the adults having access to children are suitable to do so. There are robust policies and procedures

to ensure the safeguarding and welfare of children is clearly understood by the staff team. Children's safety is well managed through regular risk assessments. The staff revisit expectations with the children to remind them about how to play safely. For example, not running inside and sitting on all four legs of the chair when playing. Children are eager to help and quickly respond to requests from staff when it is tidy up time, they work cooperatively with peers to get the job done quickly. Staff then promptly praise them which promotes self-esteem. The effective deployment of the staff team enables children's learning to be actively promoted and their progress is monitored through use of regular observations.

The nursery is developing an excellent working partnership with the families of children who attend, parents state they are very pleased with the flexible service that is offered. Management use questionnaires to gather their thoughts regarding the day to day practice and use these comments to assess the nursery's future developments. Children are at the centre of the staff's interests and their care and welfare are very much considered by the staff team. Children benefit from the effectiveness of the provider's self-evaluation which contribute to the continuous improvement of the provision.

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

Children are developing well through the varied range of activities staff provide and having good access to quality toys and resources that further promotes opportunities for independence. Staff complete detailed records on the children's development and undertake a range of observations that bring the children's learning to life. These are skilfully captured in photos which are then shared with parents who are able to take the record home and enjoy at their leisure. Staff spend time talking with the children and are good at asking open questions. Children enjoy sharing news about themselves, which staff listen to with interest and record to plan the next steps in their development.

Children learn to keep themselves healthy as they have daily opportunities for outdoor play. However, currently the limited use of the garden patio lacks opportunities for children to develop further physical and sensory skills. Staff do engage the children whilst in the garden using small equipment such as ride on toys and balls. These they use well and are learning to share, happily giving the bike up to a friend and finding something else to do. Children enjoy a range of nutritious meals and snacks that they eat together in the large kitchen. They understand the importance of washing hands before meals and remind staff they need a wet wipe to complete the task. Staff discuss healthy eating with the children at meal times and good manners are praised to build self-confidence.

Babies and young children are developing a love of books and confidently choose their favourites to share with staff who all use good strategies to further engage children's interest. The children have many opportunities to work in small and large groups. Children of varying ages all play well together, share, take turns, listen and cooperate with guidance and instructions from the staff team; because of the

positive relationships established this helps the children feel safe and secure in the setting.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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