

Little Owls Childcare Centre

Inspection report for early years provision

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Inspector

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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 was registered in 2009 after a change of ownership. It is situated in the rural village of Wedmore, Somerset. Children have access to dedicated premises which includes a large play-space for pre-school children and have room for younger children and babies which include separate sleep facilities. There is a fully enclosed outdoor area which includes a nature area and outside play space. There is a large car park.

The nursery is registered on the Early Years Register to care for a maximum of 36 children in the early years age group, of whom 12 children may be under two-years-old. There are currently 18 children on roll in the early years age range of whom four receive funding for early years education. The nursery employs six members of staff who work directly with children. Four members of staff hold appropriate early years qualifications; one is a qualified early years professional. Other staff are working towards appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress in all areas of learning and development because staff have a good understanding of how children learn. Staff are well qualified and committed to ensuring that the individual needs of each and every child are identified and met. Staff build good partnerships with parents which contribute significantly to ensuring children's progress. Staff have already built good relationships with other agencies and services to support children. There is a system in place to make regular evaluations of the nursery and to identify areas for future development.

What steps need to be taken to improve provision further?

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

- continue to develop the system of recording children's achievements and using these records to plan for future learning for individual children
- ensure all policies and procedures are relevant to the setting and are reviewed regularly
- extend the range of resources to portray positive images of the diversity of people and their lives.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because there are rigorous policies and procedures in place. Staff attend regular training and work closely with parents and other agencies. The owner ensures that the staff recruitment procedure is

robust and that all applicants are suitably qualified and carefully checked. There are careful procedures in place to ensure that all adults collecting children are authorised to do so. Staff are supported through regular formal and informal appraisals of their work. The owner has started to make a self-evaluation of the nursery provision and has involved staff. For example, staff are encouraged to take ownership of their specific areas and create wish lists for future developments, such as extending the outside provision to include Forest School. Since the change in ownership many changes have been made to develop the inside and outside environments to stimulate children's experiences and well qualified staff employed. Thus demonstrating capacity for continuing improvement. Staff are supported in their work by clear policies and procedures which are generally specific to the setting; all are currently being reviewed to reflect the nursery and all meet the requirements of the Early Years Foundation Stage.

There is a clear system developing to identify and record children's achievements and interests, this is used when planning future learning. At present the system is not yet comprehensive and the deputy manager is seeking support from the local authority. However, children do make good progress in their learning and care because of the good knowledge of the adults around them. Resources are made freely and easily accessible to children and include a good range of natural, domestic and home-made objects. For example, children use stones they have collected for counting and sorting. In the baby room everyday objects help younger children to explore and experiment with a range of simple tools. Each child is highly valued as a unique individual and their needs are carefully identified through discussions and partnerships with parents and others involved in their care, learning and development. Although the natural world is clearly illustrated throughout the nursery, which helps children relate to their local community, there are as yet few resources to portray positive images of different people and their lives. Resources are made freely accessible to children to help promote their freedom to make choices and develop independence.

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

Children are very happy and settled in the nursery and make progress in relation to their starting points because of the high quality care offered by knowledgeable and experienced adults. They enjoy a well balanced range of activities including both indoor and outdoor play to stimulate their learning in all areas. There is a system in place to record children's achievements and interests which key persons use when planning future learning. The system is not yet fully comprehensive. Records are well illustrated with clearly written narratives, photographs and examples of children's work. Parents are invited to contribute information about their children's progress at home and enjoy formal parents' evenings with key persons. Discussion groups meet regularly to discuss and evaluate activities on offer and how these may be resourced. The specific needs of each child are carefully considered and planned for. Staff use their understanding and knowledge of how children learn to challenge and consolidate children's learning arising through their own play. For example, children listen carefully to the rain and talk about the sounds it makes. They enjoy splashing in puddles and observe the

clouds rolling in over the nearby hills. Adults are sensitive to the changing needs of children, for example, a key person is happy to change a mark-making activity using cars in response to a child who decides he doesn't like paint! The adult then tries to introduce a tray of lentils for mark-making which again the child rejects. Eventually the adult and child decide to make pathways on the floor with cars and play happily. Another child confidently counts cars and begins to differentiate between more and less with lines of cars. Staff generally use challenging language and open-ended questioning to encourage children to think and problem solve through their own play.

Children's health and well being are prompted effectively through the robust practices which support children in developing good self-help skills. They benefit from freshly prepared and nutritious snacks and meals which take careful account of specific dietary requirements. There are clear and sensible procedures in place to administer medication to children with full parental consent and guidance. Any minor accidents are treated appropriately as staff hold current paediatric first aid qualifications. Children's safety is assured through rigorous risk assessments made of all aspects of the provision. Children learn to keep themselves safe through their everyday play, for example, they know they are reminded not to run when wearing binoculars. Staff involve children in the routines of the day using photo stories to remind them of choices of activities and children happily help to tidy up. Parents enjoy sharing learning with their children, for example, pre-school children take books home to read with their family. Children develop good language and number skills and show a passion for exploring and investigating their world. These skills will help support their future learning.

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	2

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	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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