



## Wise Owl Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY222291
<b>Inspection date</b>	17 November 2005
<b>Inspector</b>	Hilary Mary Mckenning
<b>Setting Address</b>	22 Midland Road, Royston, Barnsley, South Yorkshire, S71 4QP
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<b>Registered person</b>	Wise Owl Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### 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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Wise Owl Day Nursery opened in 1992. It operates from single storey building situated on the main road in the centre of Royston, near Barnsley. The nursery serves the local area.

There are currently 96 children from birth to under 5 years on roll. This includes 28 children in receipt of nursery funding. Children attend a variety of sessions. The nursery opens five days a week all year round. Sessions are from 07.30 to 18.30.

There are 14 members of staff who work with the children. Ten members of staff have early years qualifications. Two members of staff are currently on training programmes.

The setting receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are well-protected from illness and infection as staff follow effective hygiene routines to keep the premises clean. For example, they frequently check and clean the toilets throughout the day and consistently wear disposable gloves for nappy changing. Children receive good support and guidance from staff in understanding the importance of good hygiene as they discuss the importance of washing their hands with staff. They manage their personal needs effectively, for example, they obtain tissues to wipe their own noses. Individual cloths are used when caring for babies and young children after meals and snacks, which maintains high levels of cleanliness. Staff hold current first aid certificates and there are clear details for the exclusion of sick children to prevent cross contamination.

Children enjoy well-balanced meals which include a variety of nutritious foods such as fruit and vegetables, which encourages children to have an awareness of a healthy lifestyle. Children are developing some independence as they feed themselves, with support from staff, using child-size cutlery. However, organisation of snack and meal times does not fully promote independence for older children. Staff react to the facial expressions young babies make in response to their affectionate attention as they feed them their bottles of milk. Children are well-rested and alert and so enjoy their play. This is on account of staff finding out from parents about their children's individual needs, such as sleep times and health care. For example, parents tell staff on arrival if their child has had a restless night or may be teething.

Children are active and enjoy regular outdoor play, which contributes to their general good health. They learn good hand and eye co-ordination as they throw and catch balls successfully. Children move with co-ordination and control as they adjust speed and change direction to avoid obstacles, for example, as they run forwards and backwards, jump and skip. They successfully manoeuvre wheeled toys around the playground. Children move confidently and safely, indoors and outdoors, successfully negotiating space and obstacles. Staff are aware of the Birth to three matters framework and children under three years are beginning to benefit from this. Babies explore their immediate environment, encouraged by staff that stay physically and emotionally close.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in secure, welcoming environment as a result of staff having a secure understanding of their role in keeping children safe. Children are protected from potential hazards as daily checks of the premises are made by vigilant staff. Appropriate steps are taken to minimise risks identified. This enables children to move around freely and safely, indoors and outdoors. Children learn to keep themselves safe as staff involve them in discussions and teach them safe practice.

Children access a good variety of safe, suitable toys and play materials. Resources for older children are organised in low level storage and child sized furniture, making it easy for them to reach. Play materials for babies are placed nearby, encouraging them to move towards them.

Children's welfare is safeguarded as staff fully understand their responsibilities for protecting children. Policies and procedures are in place and follow Area Child Protection Committee guidelines.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are very happy and secure as staff get to know them and their families well, fostering warm, trusting relationships. Children engage purposefully in solitary play and also play co-operatively with their friends, reassured by the presence of familiar adults. Non-mobile babies are placed near to mobile babies and young children and so that they interact by watching, making eye-contact and using gestures. Children receive good levels of support from staff, as they observe children and know when to involve themselves in children's play and when to allow them freedom to explore at their own pace.

Children arrive at nursery showing enthusiasm and eagerness to participate in the day's events. They confidently make choices about their play, selecting activities independently from the balanced range available. Children aged two to five years explore freely in activities such as water and sand play and find out what they can do with play dough. Children under two years enjoy many pleasurable experiences. For example, as they experience finger painting and laugh with delight as they have fun with the musical toys. Children are developing very good communication skills and easily engage in conversation with staff and their peers. Staff skilfully respond to babies encouraging their communication skills. For example, they provide many opportunities for face to face interaction, echo babies sounds and talk through their actions.

### **Nursery Education**

The quality of teaching and learning is good. This ensures children make good progress through the stepping stones. Children's progress in personal, social and emotional development is very good. This is because staff understand that this area of learning supports children's development in all other areas and give it priority when planning. Children are motivated to learn through the planning of activities which capture their imagination and interest. Children's behaviour is very good and reflects the high expectations of staff. Children manage their own behaviour well, using

language to resolve conflict and follow the good example set by staff.

Children are very good communicators and use language confidently for a variety of purposes. For example, they readily initiate conversations, make their needs known verbally, describe past events and ask questions. Children learn effectively about space, shape and measure through many practical activities, such as exploring capacity in water play. They have good counting skills and are introduced to number operations in focused activities. However, opportunities are missed for them to attempt simple number problems in everyday situations, such as working out how many cups are needed at snack time. Children's imagination is successfully stimulated as they act out real and imaginary experiences with role play and small world resources.

Staff find out as much as they can about children's interests by talking to parents and observing children as they play. They regularly assess children's progress through the stepping stones for children's learning and provide a clear picture of their progress for parents. Staff use this information to plan for children, however, this is not consistent to further challenge more able children. Staff make good use of open-ended questions to develop children's thinking and encourage them to use their imagination. They have secure knowledge of the early learning goals and use this to plan a relevant curriculum which includes all six areas of learning. Planning is flexible enough to respond to children's interests, which ensures they enjoy their learning.

### **Helping children make a positive contribution**

The provision is good.

Children have a strong sense of belonging and feel at ease within the nursery environment. They are warmly welcomed by staff that are sensitive to their needs and value their individuality. Staff work closely with parents to find out what is important to children, such as family customs and special events in their lives. Children know they are valued, as staff listen attentively to what they say and ask questions about their experiences and interests. For example, they make sure they greet each child individually on arrival and talk to them about what they've been doing at home. This contributes effectively to children developing self-esteem.

Children's spiritual, moral, social and cultural development is fostered in nursery. Children play harmoniously together, as they are aware of their own needs and show consideration for the needs of others. For example, older children assist younger children when playing with computer. Children confidently share information about themselves and listen with interest when others share their news. This is due to staff planning opportunities for them to be together in group times and independent play. Children talk about family celebrations at group time. This helps children appreciate each others similarities and differences and gain an understanding of the lives of others.

Partnership with parents and carers is good. Parents are confident in approaching staff and regularly share their views and what they know about their child. Parents are well-informed about what their children are doing and learning through good quality information. This includes regular newsletters, photographs, written details of

the nursery's activities and daily discussions. Parents regularly see their children's assessments and comment on their progress. This encourages parents to become involved in their children's learning in meaningful ways.

## **Organisation**

The organisation is good.

Effective deployment of staff and good use of the premises promotes children's well-being. Children are cared for in a homely environment where they can move around and explore freely. Familiar staff are always on hand to offer support and reassurance. This contributes to children feeling secure and content in the nursery. Children are encouraged to participate and are fully included in group activities as staff effectively use their secure knowledge of how children learn. A comprehensive collection of policies and procedures are in place to support children's welfare and are successfully shared with parents. Overall the provision meets the needs of the children who attend.

Leadership and management is good. The manager leads a committed staff team who have a high regard for children's welfare. She acts as a good role model as she frequently works alongside staff and carries out regular appraisals to review work practice. Children benefit as staff regularly access further training. For example, staff recently attended the Birth to three matters training. This commitment to improvement ensures the continuing development of the educational provision.

## **Improvements since the last inspection**

Since the previous inspection the child protection policy has been reviewed and includes all necessary information to protect children's welfare. This improves safety for children.

## **Complaints 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. There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.
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## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the organisation of meal times to further promote choice and independence for children, for example with self-service

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children have regular opportunities to see numbers at their level and opportunities to develop children's early mathematical understanding through the use of daily routines to introduce children to simple number problems
- make more use of observations and evaluations of activities to consistently plan challenge for more able children

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)