

# Wise Owls Nursery

Inspection report for early years provision

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**Unique reference number** EY333354  
**Inspection date** 04/10/2010  
**Inspector** Rebecca Khabbazi

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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

Wise Owls Nursery was registered in 2001 and relocated to its current premises in 2006. It is a privately owned nursery and operates from Warlingham Football and Rugby Club, in Warlingham, Surrey. The nursery operates from a main hall and there is access to an outdoor play area. Children attend from the local community.

The setting is registered on the Early Years Register to care for 30 children aged from two years old to the end of the early years age range. There are currently 31 children on roll, who attend for a variety of sessions. The setting is open between 9.00am and 3.00pm on Monday, Tuesday and Thursday, and between 9.00am and 1.00pm on Wednesday and Friday. The nursery supports children with special educational needs and/or disabilities.

There are five members of staff who work at the nursery, four of whom have relevant childcare qualifications.

The setting receives support from the local authority through an early years advisor.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the inclusive, well organised environment. Strong partnerships with parents ensure that staff know children well and they make good progress in their learning, given their age, abilities and starting points. Regular self-evaluation by the whole staff team ensures that priorities for future development are promptly identified and acted upon, so that the service is continually improving.

## 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 provision for outdoor play in order to provide stimulating outdoor activities and experiences across all areas of learning
- continue to strengthen systems for obs and assessment, ensuring that next steps are clearly linked to obs of achievements, used to plan activities that build on existing skills, and regularly followed up and reviewed in order to monitor progress towards the early learning goals

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is effectively safeguarded. Robust recruitment procedures ensure that staff are appropriately vetted and qualified. Staff have a clear understanding of their responsibilities in relation to child protection and know what steps to take if they have concerns about a child. All required documentation that promotes the health, safety and well-being of attending children is in place. Good use is made of resources at the setting. Staff work well together as a team and share tasks and responsibilities effectively throughout the session, so that children are well supervised and appropriately supported. Space and equipment are well organised to create a welcoming, stimulating environment where children have good opportunities to access learning resources independently.

Staff work closely with parents to ensure they have a thorough understanding of each child's background and needs, so that equality and diversity is effectively promoted. Parents receive regular information about the setting through weekly newsletters, the notice boards, individual contact books and daily verbal discussions. This ensures they are well informed about their child's progress. The setting also works in partnership with other providers as necessary when children attend more than one setting. The management and staff team regularly monitor and evaluate the provision and identify areas for improvement. Actions taken are well targeted to lead to improved outcomes for children, for instance, changes to the learning environment and children's access to resources, which has greatly increased children's independence and autonomy at the setting.

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

Children show a strong sense of belonging at the setting. They settle in quickly, are confident and develop good relationships with staff and each other. They quickly become familiar with daily routines and expectations and begin to take responsibility within the setting when they help tidy up or look after their own belongings. Children begin to learn how to keep themselves safe when they remember how to hold the scissors carefully and not to run inside. They show an understanding of the importance of good hygiene routines when they make sure they wash their hands before they eat, and they make healthy choices when they enjoy choosing fruit at snack time. Children play outside every day and in all weathers, as part of a healthy lifestyle. They enjoy running around, riding bikes and playing ball games together, practising new skills when they try the stilts for the first time.

Children benefit from a well-balanced routine with opportunities for uninterrupted free-play and small group activities, and staff make good use of opportunities to extend their spontaneous play. They take part in a wide variety of activities and experiences that support their development, although currently the outdoor area is not always fully utilised across all areas of learning. Staff make regular

observations of children's achievements and identify next steps for their learning, although they have recently introduced a new system for assessment which is not yet fully implemented. Children are keen to communicate and they eagerly start conversations and contribute their ideas. They enjoy stories, recalling familiar words and phrases from memory and they write and make marks as they play. Children solve simple problems when they help build a pirate ship out of giant construction blocks, working out how to position them into the shape that they want. They design and make their own pirate hats out of paper and tape, turn a recycled tube into a telescope and then use their imaginations to set sail across the seas. They find out about the world around them when they go for a bug hunt across the field, or explore in the sand or water tray. Children are well occupied and stimulated throughout the session and enjoy their time at 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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