

Barnowls Nursery

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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Barnowls Nursery Limited was registered in 2010, having been previously known as Barn Owl Nursery since 1991. It is situated in the village of Aston Clinton, Buckinghamshire and takes children from the surrounding areas. The premises are all on one level, there are four rooms used by the children of different ages and an extensive outside play area. There is also access to a kitchen, toilet facilities, staff room and laundry room. The nursery is open Monday to Friday, from 7.30am until 6.30pm. The nursery is on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 52 children may attend the nursery at any one time.

There are currently 124 children on roll from 8 months to 5 years. The nursery supports a number of children with learning difficulties and or disabilities and children who speak English as an additional language.

The nursery employs 19 staff who all hold relevant childcare qualifications. The nursery also employs a cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in warm and welcoming environment where their learning and development needs are well met. They are cared for by a staff team who are committed and fully aware of the uniqueness and requirements of the individual children. Staff ensure that all children enjoy a wide range of planned activities tailored to suit their interest and learning needs. The manager is beginning to evaluate the practice using information from parents and staff. This has enabled her to put together action plans that focus on improving outcomes for children.

What steps need to be taken to improve provision further?

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

- review security procedures to ensure access to the building is monitored to ensure children's safety
- ensure all fire doors are free from obstructions at all times
- continue to develop planning and assessment records to ensure all children's next steps are clearly identified along the early learning goals

The effectiveness of leadership and management of the early years provision

All staff who work in the nursery have undergone appropriate checks to ensure their suitability. There are effective recruitment and induction systems in place and all staff are provided with opportunities to attend further training courses to promote their professional development. Staff work well as a team and are aware of their roles and responsibilities, which helps promote children's care, learning and development within the setting. Staff demonstrate a good understanding of child protection issues and how to proceed if they have concerns about any of the children in their care.

Children's safety is promoted satisfactorily. Risk assessment records are in place for inside and outside the nursery and include any outings undertaken such as going to the post box. Visual checks are undertaken on a daily basis to ensure all areas are safe before children arrive in the setting. There is monitored security to the building and parents and visitors ring the door bell to gain entry and there is a sign on the door for parents informing them not to let others into the building. However, as parents are leaving the building they do open the door and allow entry to visitors without challenging who they are and this compromises children's safety. Children learn how to keep themselves safe as they take part in regular emergency evacuations and staff inform them to walk round the ice on the patio in case they slip and fall over. The emergency evacuation procedure is displayed around the building. However, on the day of inspection the area around the fire door in the laundry room was not free from obstructions to allow access outside in case of emergency.

There are good procedures in place to promote children's welfare for example when they become ill in the nursery. Staff ensure parents are made aware and administer relevant medication if required with their permission. In some instances parents are called to collect their children. Children with specific requirements such as disability and or English as an additional language are fully supported to enable them to participate in the activities available. All children are included and have their individual needs met. Children have access to a good range of activities and resources to support their learning in all areas. Children make choices about what they wish to play with and activities are readily available and stored at their level.

The management have an improvement/action plan in place which the nursery are currently working towards. They have recently updated their safeguarding policy and other documentation as a result of a visit from their local childcare officer. They have also started to complete the self-evaluation form inviting staff to record their comments as part of the process. After speaking to parents at the recent parent's evenings they now display lots of information about the Early Years Foundation Stage (EYFS) as this was an area that parents felt could be improved to give them a better understanding of this. This shows a capacity for continuous improvement.

Relationships between parents and carers are well established ensuring children's needs are met. Parents are complimentary about the nursery stating staff are approachable and children are happy in the nursery. They are aware how their

children are learning and developing through regular updates and discussions and state how their children are happy and enjoy attending the nursery. Parents have access to their children's development records which encourages them to be involved in their children's learning and development. Several of the children attend other settings and the nursery staff demonstrate a clear understanding and commitment to working in partnership with them to further support children's individual needs.

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

Children are active learners who clearly enjoy their time in the nursery. They make good progress in their learning and development as staff have a good understanding of the Early Years Foundation Stage. They actively support learning as they spend their time with the children. They encourage children's thinking skills as they ask open ended questions and use everyday activities to develop children's counting skills, colour recognition and recognise their own names. Planning and assessment systems are in place and these are used to support children's next steps in learning. However not all children's files are up to date and it is not always clear what their next steps are in relation to the early learning goals. Learning takes place both inside and out and staff ensure the outdoor area is well equipped to promote all areas of learning.

Children have many opportunities to develop skills for the future during the varied activities they take part in to promote numeracy, reading, pre-writing skills and use of the computer. Children enjoy looking at books and listening to stories. When younger children see others being comforted by staff they find a book and take it over for staff to read them and the child, thus showing their concern for others. Staff and children engage in conversations with each other at activities and language is developing well. Children enjoy being outside in the fresh air and running around playing games to keep warm. They confidently match cones to the coloured hoops and count confidently in a variety of situations. Children enjoy investigating and exploring with gloop. They lift it up in their hands and watch it fall, they squeeze it and rub it and watch what happens when they do this. Younger children enjoy playing in the water they like splashing and getting wet. They talk about the water being cold and wash cars and trains and then line them up, count them and put them back in the water again. They inform other children who join in they have to roll up their sleeves. When children have finished participating in water play staff are on hand to take them off and change their clothes and dry them. Children have opportunities to learn about the world around them as they take part in celebrations and traditions of their own and other cultures. Staff enhance these activities by borrowing resources and equipment from a local company such as story sacs, traditional costumes, utensils and cooking equipment.

Children's independence skills are developing well as they are encouraged to put on their own coats and shoes as they get ready to go outdoors and staff praise them for their efforts, They show awareness of why they need to wrap up warm as

they go outside to play as it is cold outside. Children's meals are prepared in accordance with their individual needs such as being lumpy or pureed. Meals are healthy and nutritious and are prepared daily on the premises. The snack bar in the older children's room provides them with a range of healthy snacks such as fruit and chopped vegetables. They also develop their independence skills as they pour their own drinks and serve themselves. They develop good hygiene routines as they wipe their hands before having a snack and this is reinforced by the visual displays displayed in the snack bar. Children behave well and are polite and show kindness towards each other. They benefit from the positive praise and encouragement they receive from staff which helps develop their confidence and self-esteem.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

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	3
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