

# Wise Owls Nursery

Inspection report for early years provision

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**Unique reference number** EY245408  
**Inspection date** 04/02/2011  
**Inspector** Dianne Sadler

**Setting address** North Warwickshire & Hinckley College, Hinckley Road,  
Nuneaton, Warwickshire, CV11 6BH

**Telephone number** 02476 243232

**Email**

**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

Wise Owls Day Nursery opened in 2006 and operates from a purpose-built nursery on the site of North Warwickshire and Hinckley College, Nuneaton. Children have access to an enclosed outdoor play area. The Nursery serves the college staff, students and the local community.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for 49 children in total. There are currently 60 children from birth to eight years on roll; all of whom are within the early years age group. The setting supports children with learning difficulties and/or disabilities, and those for whom English is an additional language.

The nursery opens five days a week; 51 weeks a year. Sessions are from 8:00am to 6:00pm. The nursery employs 16 members of staff to work directly with the children and one cook. All staff members hold appropriate early years qualifications and two members of staff are working towards an early years degree. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well settled in an inclusive environment in which they are totally at ease. The nursery develops strong relationships with parents and other agencies to ensure each child's individual care and development needs are met very well. This enables all children to make very good progress in their learning and development. All policies and procedures are effective in practice and most of the required information is obtained from parents to support children's care. Very good monitoring systems enable the setting to have an accurate understanding of their strengths and there are clear and realistic plans for further development in order to develop a strong basis for her capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure all necessary information is obtained from parents in advance of a child being admitted to the provision with specific regard to who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare).

20/02/2011

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

- improve further the assessment system to show children's learning towards all early learning goals and encourage all parents to contribute.

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

Children are safeguarded well. The setting has a strong knowledge of child protection issues and has developed a well written safeguarding policy which is shared with parents. All adults receive training in this area and are confident about their responsibility to protect children from harm and neglect. The setting is vigilant about safety issues. A comprehensive risk assessment ensures all potential hazards are minimised and all areas of the premises, including the outdoors, is safe for children to access. The setting has clear practices, procedures and policies, which are regularly reviewed and clearly understood and implemented by the staff team. This contributes to the safe and efficient management of the setting.

However, information is not systematically obtained from all parents with regards to who has parental responsibility for children and who has legal contact with them. This may compromise children's welfare. Children are further safeguarded by the settings robust recruitment, vetting and induction procedures. These help to ensure children are cared for by suitable staff who are enthusiastic and committed to improving their practice. The effective system of self-evaluation which incorporates input from staff and parents ensures all aspects of the provision are monitored and evaluated, therefore supporting ongoing improvement.

The setting works closely with parents and other agencies and offers an inclusive service to ensure each child gets the support they need to make very good progress. Parents benefit from informative notice boards throughout the nursery and are given well-written policies and procedures to take home and read. A good two-way flow of information between home and the setting is very well maintained. For example, parents benefit from receiving a newsletter every term which informs them of the events and activities planned as part of their children's learning. Parents show complete satisfaction with the service which is detailed in questionnaires completed annually. They comment on the welcoming staff and positive relationships being developed. All parents are happy with the progress their children are making. Parents can access their children's development folders at any time. They are informed about their children's progress through summary reports given at the beginning and the end of the placement. In addition, they can also discuss their children's progress on the family learning day. This is organised each year and is combined with an open day. At this time parents can experience activities set up for them and learn about the outcomes for children. This promotes further, the link between home and nursery.

The setting has a very good awareness of children's individual needs and interests and provides a warm and welcoming environment which fosters children's sense of well-being. Very good use is made of the space available and the stimulating range of good quality resources. This ensures children are very well motivated and eager to learn through play. Each child is recognised for their uniqueness and staff

encourage all children to learn to value differences and diversity, through well-planned activities and experiences. For example, children learn about the Chinese New Year of the rabbit by meeting a live rabbit brought into the setting from home. In addition, they proudly take home to their parents envelopes, decorated with red sponge painting, which contain a gold chocolate coin. Effective systems are in place to support children with special educational needs and children with English as an additional language, resulting in them receiving very good support. For example, interpreters are used to ensure good communication between parents and the setting and to support staff with assessing children's learning.

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

Children benefit from a safe and secure environment which helps them to develop warm and caring relationships. They learn about possible dangers and how to keep themselves safe through routines such as emergency evacuation procedures. Young children show they feel safe by include adults who are not familiar to them in their play. All children learn very well the importance of good personal hygiene habits. They know to wash their hands before meals promoted by posters displayed in the bathroom acting as good reminders. They benefit from healthy and nutritious meals that are freshly cooked on site and encourage children to enjoy and try new foods. For instance, to acknowledge Chinese New year, children thoroughly enjoyed foods such as prawn crackers, hot noodles and spring rolls. Meal times are sociable occasions with all the children sitting together at the table with adults. They behave very well at this time; receiving high levels of attention and engaging in meaningful conversation. This supports the development of skills they will need for the future.

Children make very good progress in their learning and development because every member of staff has a solid understanding of the Early Years Foundation Stage. All staff observe the progress children make and record the information in children's individual development folders. Each folder includes observations detailed in text, photographs and through examples of children's work. Each observation is clearly linked to the six areas of learning and children's learning priorities are clearly identified. This information is used exceedingly well to plan for children's future progress through appropriate activities and experiences. However, the assessments made of children's progress are not consistent. The system implemented in the baby room can be further improved to show children's learning towards all the early learning goals.

Children thoroughly enjoy their time in the nursery developing the habits and behaviours of good learners. Their independence is promoted very well and they are able to make good decisions about their play. For instance, when older children take an interest in a camera being used by an adult, they are immediately given the camera to explore. They show delight in successfully being able to take a photograph of children at play. They are supported very well by the adult who shows them which buttons to push in order to view the photograph taken. This

develops their knowledge and understanding of technology. All children have ample opportunities to be creative. Older children enjoy activities outdoors enabling them to move with confidence to sounds made on musical instruments. For instance, they run slowly when bells are rung softly and stop when a drum is banged. Babies benefit from exploring media such as rice pudding, corn flour, and icing sugar daily. Most enjoy sitting in a tray and exploring baked beans. They reach out and take yoghurt pots handed to them containing beans and immediately investigate with their mouths. They benefit from engaging very well with staff at this time and are developing all of their senses. Babies who are reluctant to get involved are supported very well by adults and other activities are offered to them, such as, exploring crayons and pens to successfully make marks on paper.

## 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

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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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## **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