

Wise Owl Playschool

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

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Description of the setting

Wise Owl Playschool is a privately owned setting. It originally opened in 1989 and moved to new premises in 2010. They operate from a purpose built building where children have access to a large playroom and secure outdoor area. The nursery is situated in a residential area in Canford Cliffs, Poole. It is open from 9am to 1pm on Monday and Friday and 9am to 3pm on Tuesday, Wednesday and Thursday. The setting operates during the school term time only.

The setting is registered on the Early Years Register. A maximum of 26 children may attend the setting at any one time. There are currently 33 children on roll.

There are seven members of staff, six of whom hold appropriate early years qualifications to at least level 2. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A team of dedicated and highly skilled staff ensure that children make excellent progress in their learning and development. Children are extremely happy, settle well and form close bonds with the staff. Their welfare is promoted and highly effective systems ensure that they are safe and secure at all times. Strong, trusting relationships are built with parents and they have lots of opportunities to be involved in their child's learning at the setting. The pre-school have good systems to share information with other early years providers and these have been fully implemented in most cases. The staff use self-evaluation and evaluation exceptionally well and the setting has a very good capacity to maintain continuous provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further links with all other early years providers.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded as staff demonstrate secure knowledge of their responsibilities with regards to protecting children. They clearly understand the systems in place and are confident about working in partnership with other agencies to protect children. Robust written safeguarding policies are in place to ensure that parents are made fully aware of the procedures that the setting would follow if they had concerns about a child's welfare.

The manager has a thorough and accurate understanding of the pre-school's strengths and areas for development which she uses effectively. Her extensive experience and expertise is used superbly to guide the work of the pre-school. The manager is extremely well supported by a team of dedicated and highly skilled staff who have worked at the setting for many years. They work exceptionally well together which results in seamless transitions as they move through the daily routines, this is particularly evident as children prepare for outdoor play and prior to snack time. At no time are children left waiting or queuing due to the outstanding planning and organisation. Staff's ongoing personal and professional development is a priority within this pre-school enabling them to update and further progress their individual knowledge.

The setting operates from a newly converted building within the grounds of Compton Acres. Children's learning is enhanced because staff present the premises in an extremely attractive and welcoming way. They display an excellent range of photographs, posters and samples of children's work. The main room is extremely well set out with an extensive range of resources. The decked area provides a wonderful outdoor space where children can play safely. Staff deployment is superb enabling them to support children to a very high standard.

The effectiveness with which equality and diversity are promoted is outstanding because the needs of the children are met effectively. Children learn about the wider world within an ethos where staff make the most of opportunities to help. For example, they plan activities to raise awareness of different countries creating a Chinese restaurant in the role play area. Children's extended families send the pre-school lanterns and clothing from China which are displayed on the walls.

Communication with parents is excellent. Information when children begin is comprehensive so parents have a clear understanding about the provision. They have access to an extremely informative parent notice board and chats with staff at the start and end of each session ensure that they are kept well informed. The manager recently sent out parent questionnaires to gain their views on the provision and she received 100% feedback. Parents' comments are extremely positive. They write, 'all staff are unbelievably professional yet approachable', 'completely exceptionally consistent and exceptionally high standards of care' and 'the learning pathway files are an excellent way to track progress and interests and plan future activities tailored to the child'.

The setting has developed superb links with childminders providing for children

within the Early Years Foundation Stage. These include the use of communication books and sharing learning journals. Links with a local nursery are not yet fully established. Staff have excellent links with medical professionals ensuring that children's specific medical needs are catered for expertly by well informed and caring staff.

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

Children are outgoing and friendly, congregating outside the pre-school excitedly waiting to enter. They rush in with their friends, settling very quickly at the start of the day and are immediately engrossed in an activity that absorbs them. Staff continuously observe children's play and record their findings. They have extremely clear knowledge of the children's progress and next steps in learning. Parents are provided with excellent opportunities to play an active role in their children's learning as they are invited to share their learning journeys on a regular basis. Children have access to a wealth of activities and play and learning experiences. Staff have a very good understanding of the Early Years Foundation Stage and the importance of children learning through play and first hand experiences. They work hard to provide a varied selection of activities, which offer children a broad range of interest and ongoing challenge. Consequently, children are making significant gains in their learning.

Children are curious and interested in finding out about the world around them because staff help to instil a thirst for knowledge. They are very responsive to staff's questions which extend their development. The experienced staff know when to step in and help children and when to step back and let them explore and experience for themselves. During outdoor play a child notices a web in the fence, they study this closely showing their friends, pointing out bugs that are caught in the web. A member of staff moves closer and asks the children how they think the web was made. A child says that a spider has made it and that there are lots of circles. Children thoroughly enjoy their regular walks in the grounds of Compton Acres where they explore nature. Returning from a walk they excitedly talk about the ducks and daffodils they have seen.

Children master skills of balance and coordination as they play outside, and indoors they use tools such as scissors with increasing competence. They greatly enjoy playing on the well resourced decked area. Children select hoops, rolling them along the floor and swirling them around their waists. They also skilfully throw and kick balls to each other. A member of staff suggests the children take turns to hold the hoop in the air, allowing the others to aim balls through the hoop, extending their play and further developing their physical skills. The children respond positively, excitedly attempting the new challenge, laughing with delight when they succeed.

Children have regular opportunities to explore a broad variety of media and textures such as play dough and paint. They thoroughly enjoy modelling clay making five fat sausages. Throughout the activity children are kept absorbed and

challenged through the staff's excellent support and teaching. They explore numeracy as they count and calculate the sausages they make. Children use mathematical language as they study size and shape.

Children participate in activities which enable them to develop their knowledge and understanding of other people's differing needs. For example, they look at books, access resources which reflect diversity and participate in some special celebrations and festivals such as Chinese New Year. Children take an active part in fundraising events such as Children in Need and Red Nose Day. They dress up and ice cakes and biscuits, selling them to their families. The pre-school sponsor children from Malawi and have created comprehensive scrap books containing photographs of the children, maps of the country and letters they have received from the children. These activities raise children's awareness of the wider world and encourage them to consider people less fortunate than themselves and how they can help.

Children strive to meet staff's high expectations of their behaviour. They show the visiting adult pictures of the pre-school's rules saying, 'This is good sitting and this is listening ears'. Children's behaviour and manners are exemplary. They play very well together and are constantly engaged in meaningful play which contributes positively to the calm and orderly atmosphere. Children cooperate helping to pack away resources. A child assists a member of staff pulling the lunch box trolley into the hallway, smiling proudly as they complete the task. The member of staff rewards the child thanking them for their help. Children develop excellent hygiene practices as they are familiar with the daily routines. They automatically wash their hands after toileting and before eating and understand the reasons for doing so. The bright soap dispensers entice the children to use them and they take great pleasure using the movement activate taps. Children have excellent opportunities to learn about healthy eating through discussions and planned activities. Snack and lunch times are very pleasant, social experiences that children enjoy greatly. The snack table is used previously for an activity, so staff clean it thoroughly and teach children about hygiene. Children's independence is fully promoted throughout the day. They take enormous pleasure in helping to set tables, gathering up knives, forks and plates and laying them out. Children spread butter onto their pancakes and pour their own drinks. Small spills are dealt with positively by staff who tell children not to worry as it is difficult learning to pour and that everyone has accidents. Children take responsibility for these accidents and use tissues to help mop up the spills.

Children use language extremely well to share their needs and views, talking confidently to friends, staff and the visiting adult. They delight in the expressively told stories which foster their appreciation of books. Children have excellent opportunities to write for a purpose in their play, such as using note pads to write lists in the imaginative play area, which is extremely well resourced and set up as a shop. Staff enter into children's role play to naturally promote discussion about different fruits and vegetables, as well as numbers, amounts, weights and prices. Children expertly use the setting's computer skilfully using the mouse to navigate the cursor, working their way through programs. In addition they develop information technology skills through a range of electronic toys and resources.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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