

# Wise Owl Kids Den At Bottesford Infants School

Inspection report for early years provision

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<b>Unique reference number</b>	EY420004
<b>Inspection date</b>	18/11/2011
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<b>Setting address</b>	Bottesford Infant School, Manor Road, SCUNTHORPE, South Humberside, DN16 3PB
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<b>Type of setting</b>	Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Wise Owl Kids Den was registered in 2010. It operates from Bottesford Infant School in Scunthorpe, Lincolnshire. Care is provided in the school hall, library and a reading corner which is adjacent to the hall. Toilets and kitchen facilities are also available for use. The school playground is used for outdoor play. The setting is open term time only providing a breakfast club from 7.50am to 8.50am and after school sessions from 3.15pm until 5.45pm.

The setting is registered to provide care for a maximum of 26 children under eight years at any one time and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting has ten children on roll in the early years age range and they also provide care for children over the age of five years. The setting employs four core childcare staff. Of these, one member of staff holds appropriate early years qualifications at level 4, one member of staff holds appropriate early years qualifications at level 2 and one member of staff holds a degree in early years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are supported and their individual needs are routinely met because staff work well with parents and carers. Links with other providers are continuing to develop to further promote consistency for children's care and learning. Children have fun as they engage in a wide range of hands-on play experiences, which enables them to make good progress in their development. Their health, safety and well-being are maintained through generally appropriate systems. The setting uses a suitable system of self-evaluation to monitor their practice in all areas, leading to continuous improvements being made in most areas.

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

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

- ensure there are at least two adults on duty in the setting at any one time when children are present (Suitable people) (also applies to both parts of the Childcare Register) 02/12/2011
- ensure there is at least one person on outings who has a current paediatric first aid certificate (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 02/12/2011

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

- ensure the policies and procedures detail the designated staff who have responsibility for safeguarding, behaviour management and special educational needs.

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

Staff create a warm and welcoming environment where children are happy and settled. Children have fun as they engage in a good range of activities and experiences, which enables them to learn through their play. The setting follows clear recruitment, vetting and induction procedures, which helps to ensure the suitability of the staff team. Children's well-being is further protected through some good practices and procedures. For example, the environment, toys and resources are regularly checked through the settings risk assessment procedures and staff's good knowledge of child protection further safeguards children from potential harm. However, when children are collected from a different school which is off site, they are sometimes left in the care of a member of staff who does not hold a current first aid certificate. Also, one member of staff occasionally arrives back to the setting with the children she has collected from school, before the other member of staff. This results in short periods of time where the required adult:child ratios are not met as there is only one member of staff on site caring for the children. Therefore, the setting are not meeting two specific welfare requirements during these times, which potentially compromises children's safety.

The setting has all required records, documents and policies in place. Most of these are completed with necessary information and they are stored securely to safeguard children and promote their welfare. However, although, the setting has designated staff who have responsibility for key areas like safeguarding, special educational needs and behaviour management, the policies lack this information. Partnership working with parents and carers is good, which results in clear information being gathered and exchanged. This enables staff to value and respect each child in line with their backgrounds and beliefs. Clear systems are in place to ensure parents are kept well informed about the provision and their children's care and learning. Children with special educational needs are integrated into the setting because staff liaise closely with the school, while links with the reception class teacher are continuing to develop. This will enable staff to further promote consistency for younger children's care and learning. The manager and the staff are relatively new to the setting and they are beginning to work together as a team to ensure children's needs are met. Although, the setting has a process of self-evaluation in place, it has yet to be fully shared with the new manager. However, the manager is committed to making continuous improvements and has started to assess the effectiveness of the provision, identifying targets for future development. Therefore, at the present time, although the manager is aware of some key areas for further development, systems have yet to be implemented to ensure children benefit from improved practice in all areas.

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

Children enjoy their time in the relaxed, informal setting, where the emphasis is on children having lots of fun. An interesting range of hands-on learning experiences covering the six areas of learning are planned around children's interests and developmental needs, which ensures the inclusion of all children. Observation and assessment systems are in place and used by staff to monitor children's progress, helping each child to achieve to their full potential. The environment is well organised, with a quiet, cosy area created for children who wish to rest and relax after their structured day at school. Children's social skills are developing as they interact and relate well to their peers. Older children form friendships with younger children as they enjoy playing cooperatively together. Behaviour is managed well at the setting, with staff offering lots of praise and encouragement to promote children's good behaviour and to develop their self-esteem. Children learn to value the uniqueness of others because staff act as positive role models and they provide children with a suitable range of play experiences.

Children's communication skills are promoted as staff engage in play with them, listening to what they have to say and forming simple conversations which are of interest to the individual child. Board games and puzzles provide opportunities for children to develop their problem solving, reasoning and numeracy skills in a fun, informal manner. Children enjoy playing with a range of electronic toys and resources, developing their skill and interest in information and communication technology. Opportunities are provided for children to write and draw with crayons and pens. Children also have great fun as they engage in messy play experiences. For example, children develop their creativity and mark making skills when exploring and investigating shaving foam. Children are encouraged to be active through indoor and outdoor play experiences. They have fun playing team games in the outdoor environment, which enables them to develop their social and physical skills.

Children's health and safety is adequately maintained through the settings relevant practices and procedures. The setting is securely maintained, with staff vetting people at the door before allowing them access to the setting. Clear health and hygiene routines and an illness and exclusion policy, all contribute to minimising the risk of cross infection within the setting. Children are encouraged to make healthy choices and are provided with a balanced range of snacks, which meet their dietary requirements. They understand the importance of washing their hands and they discuss how they walk safely and sensibly to the toilet to ensure the safety of everyone. Children's awareness of safety issues is further promoted through regular occurrences, like fire evacuation practices.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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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	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 02/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 02/12/2011