

The Owls Nursery

Inspection report for early years provision

Unique reference number EY436980
Inspection date 12/07/2012
Inspector Rachel Ayo

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Type of setting 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).

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

The Owls Nursery was registered in 2012. It is managed by a private company and operates from four main play rooms, with further access to two quiet rooms, in a single storey converted building in the Blackrod area of Bolton, Lancashire. The nursery serves the local and wider area. The nursery is accessible to all children and there are two enclosed areas available for outdoor play.

The nursery opens Monday to Friday all year round from 8am to 6pm. There is also a pre-bookable breakfast club which operates from 7am. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They may care for a maximum of 100 children at any one time in the early years age group. There are 68 children in the early years on roll, however currently there are 35 children attending in this age group. The nursery provides funded early education for three- and four-year-olds and supports children who speak English as an additional language.

The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, up to the manager who holds a foundation degree. There is one member of staff who holds Qualified Teacher Status. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is promoted very successfully in most aspects, although certain requirements are not fully met. The extensive systems in place for individualised observational assessment are excellent in helping children make significant gains in their learning. A highly child-centred environment is created and is undoubtedly conducive to helping children develop excellent habits as active, inquisitive and independent learners. Children's individual needs are met well overall and a particular strength of this is the superb partnerships established with parents. Continuity of children's care and education is further promoted through good partnership working with other providers. Systems for self-evaluation are generally very effective in identifying strengths and weaknesses and there is well-considered planning to include effective and ambitious use of targets to raise achievement for all children.

What steps need to be taken to improve provision further?

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

- ensure that the adult to child ratio requirements are always met in relation to the staff working directly

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- with the children (Suitable people)
- ensure that the daily record of the names of the children being looked after on the premises includes accurate details of their hours of attendance to confirm that adult to child ratios are adhered to (Documentation).

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

- reappraise the environments and activities constantly and make necessary adjustments to secure children's safety.

The effectiveness of leadership and management of the early years provision

Robust recruitment and vetting ensures that children are cared for by suitable and well qualified adults. Induction procedures are effective in ensuring new employees are clear about their roles and responsibilities. They have a good awareness of the possible signs and symptoms of child abuse or neglect and reporting procedures. This ensures children are safeguarded. Risk assessments are carried out in detail and hazards are minimised or managed to keep children safe, including through daily environment checks. Staff supervise children closely, although they have not fully reappraised the environment with regards to overgrown prickly plants and nettles and wood being stored outdoors. Buzzer systems ensure that access to the provision is monitored and there are coded key pads to the nursery area to keep children safe.

Most documentation is maintained well in order to promote the efficient and safe management of the Early Years Foundation Stage. For example, comprehensive information is recorded about each child and medicine procedures are meticulously followed. However, inaccurate registers cannot confirm that adult to child ratios were adhered to on opening. It is a statutory legal requirement to record children's exact hours of attendance. The manager has high aspirations for the future development of the nursery. Much progress has been made since registration and all staff share her well-targeted plans for the future. These include, further development of the outdoor areas and fitting a webcam and close circuit television. Staff, children and parents are actively involved in the self-evaluation process, including through questionnaires and a suggestion box.

Generally effective use is made of internal and external resources, including appraisal systems which fully support the professional development of staff. Furniture, equipment and resources are of high quality and a highly accessible and vibrant environment is well cared for and undoubtedly conducive to children's learning. Although, there were sufficient staff on site, they were not always available to work directly with the children, due to undertaking management duties. This is a statutory legal requirement. Children have excellent opportunities to learn about care of their environment. For example, they visit the recycling centre to distribute different materials and harvest fruit and vegetables.

Excellent information is exchanged with parents to meet children's individual needs and all family backgrounds are valued and respected. Culture days are planned and dual language signs help children to learn about their own and others' cultures. Home visits are offered and learning journeys are created with parents. There are daily diary forms, notice boards, newsletters and a nursery website. Development summary sheets are provided along with shared planning forms, and there are weekend events and workshops, stay and play sessions and open days. This ensures parents are highly involved in their child's learning. Parents express exceptionally positive comments about the service. Good links are held with other providers, where children attend other settings or are due to attend other settings, in order to ensure a coherent approach. For example, daily diaries enable two-way communication, profiles are shared and transitional development summary forms are provided. The setting works with other specialist services, such as physiotherapists, to ensure all children are included.

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

Children display high levels of confidence and self-esteem and are highly engaged in activities. They are undoubtedly involved in sharing their ideas and contributing to decisions. They help devise the environment and activities through group discussions and have helped design the outdoor area through picture designs. They take part in a wealth of activities which are unquestionably informed from their interests and next steps. These are reflected in meticulous, purposeful and methodical planning documents. Activities are fully evaluated with children and learning journals reflect extensive observation tools which record and monitor children's progress.

Despite the weakness in staffing levels on the day of the inspection, children are supported and there is excellent staff interaction. Children are undoubtedly learning fundamental skills that will help them in the future. They develop superb levels of independence and learn new skills, such as, negotiating steps while staff stay close by. Staff engage children in interesting discussions about the pea pods. They introduce mathematical concepts by comparing sizes to see if the peas are ready. As they find the ripe ones, opening them carefully, staff ask them to count how many peas there are. Children have excellent access to information, communication and technology equipment, such as, cameras and computers and they take part in excellent outings to learn about the wider world. They visit the garden centre to choose plants and observe animals at the pet shop and farm. Interesting resources, media and materials are provided to encourage children's exploration and investigation. Babies explore soft materials in the black and white area and toddlers play in shaving foam. Pre-school children access an exciting arts and craft area which enables them to develop excellent creativity.

Very young children's sense of security is superbly fostered. Staff interaction is warm and caring and babies respond happily through smiling and babbling away. Staff are skilful in distracting them when they become a little fractious, for example, by singing to them. The environment is rich in print which effectively

supports children's early literacy skills. In addition, there is cosy library room and the self-registration system encourages children to learn to recognise their name. Children communicate confidently during excellent socialisation, for example, outdoors. They behave exceptionally well as a result of them helping devise ground rules and through positive reinforcements. Visits from emergency personnel effectively helps children to learn about dangers and how to stay safe.

Children's all round good health is superbly promoted. Toddlers and pre-school children have free-flow access to the garden. They use a stimulating range of equipment which helps them develop confidence in their physical skills. They roll balls through plastic pipes running through a grass mound and negotiate an exciting obstacle course. Children also take part in other exciting activities, such as, measuring and recording their findings of rain fall and vegetable growth. Excellent meals and snacks are provided by a highly qualified cook ensuring children make healthy choices. They incorporate only freshly prepared food which reflects a variety of cultures and fully meets dietary needs. Alongside washing their hands before lunch children also use the wall hand gel dispenser, with staff talking about having 'Super shiny hands'. This further reinforces their understanding of a healthy lifestyle. In addition, they learn about oral hygiene through visits from a dental hygienist.

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	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	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
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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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