

# Wise Owls Nursery

Wheatfield Close, Smithswood, Birmingham, B36 0QP

## Inspection date

Previous inspection date

04/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- The exceptional educational programmes are underpinned by the practitioners' high expectations of themselves and the children, and expert knowledge and understanding of how children learn.
- Thoughtful and accurate assessments are constantly monitored, challenged and adapted to secure timely interventions and support where needed.
- The exciting environment, including the outdoor area, provides rich and varied experiences that ensure children make significant progress from their starting points.
- Secure bonds are seen throughout the nursery as a result of the inspirational interactions between adults and children.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities throughout the setting and outside space.
- The inspector spoke with the manager and staff at appropriate times throughout the observations.  
The inspector looked at documentation, including children's profiles, records, assessments and planning, training matrices and a selection of policies and procedures.
- The inspector also took into account the views of parents through discussion and written references.

## Inspector

Lucy Showell

## Full Report

### Information about the setting

Wise Owls Nursery was registered in 2012. It is located in a residential area in the centre of Smith's Wood, Solihull. The nursery serves the local area and has strong links with schools. There is a fully enclosed area available for outside play. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. There are currently 26 children on roll in the early years age range.

The nursery employs five practitioners who work directly with the children and all hold appropriate early years qualifications. In addition, the two managers, who oversee the running of the nursery, have both achieved Early Years Professional Status. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- consolidate and enhance the close working relationship between early years providers, parents and professionals from other agencies, such as local community services, by sharing further knowledge and advice so that children are provided with the best possible learning opportunities and environments.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The practitioners have highly comprehensive knowledge of the learning and development requirements within the Early Years Foundation Stage. They have an excellent understanding of child development and provide wonderful activities to enhance children's learning. Consistent observations and precise assessments of each child's progress, which include clear reference to the prime and specific areas of learning, are used to accurately identify children's next steps. As a result, children make significant progress from their starting points and any gaps are closing rapidly.

Children thoroughly enjoy their experiences at the nursery and are very eager to engage with staff and peers. The fantastic environment is accessed by a highly effective free-flow system where children delight in using outdoor learning opportunities. Practitioners have focussed on this, ensuring that all children, including those not yet mobile, are able to venture out and investigate at their own pace. For example, in the woodland area, children listen intently to stories as they sit on the logs within natural, calm and quiet surroundings. They explore with great interest as they hunt for 'bears' hiding in the trees, make dens to crawl into and use pathways through the bushes to ride their bikes. In the pirate ship, children imaginatively call to one another as they look out for ships or sharks in the water below. Practitioners recognise the benefits of this and use the outdoor spaces exceptionally well to promote all areas of learning. For example, they introduce a challenge to children by asking if them to find the numbers that are lost. Children are delighted as they find the laminated numbers, with older children showing younger ones where they are and proudly bringing them to the adults.

Inside children make 'cakes' in the role play area. They prepare large bowls and spoons before selecting real flour and water to mix together, talking about the consistency as they

go. With practitioner support, they are proud to lead and extend their own activity by adding cereals, more water and more flour to the mixture. When they have mixed enough they scoop the mixture into cases ready to bake in the oven and go towards the bathroom to wash their hands. On the way they are asked by other staff what they have done and the children delight in telling them about the cakes and what they used to mix and how they have got very sticky hands. This example is typical of the fantastic experiences children are offered and highlights the strong focus staff place on exploring and investigating and allowing children to interact and lead their own activity. As a result, children are able to initiate and extend their learning as they want to, with a practitioner stepping in when appropriate to drive the activity forward and add in extra challenge. The way in which the practitioners steer the conversations with children is exceptional. They include all children around the table as they each listen to what others have to say and develop their confidence in speaking in a group. Other children watch the activity and staff simply pull up another chair for them to join in so that they are immediately engaged.

### **The contribution of the early years provision to the well-being of children**

The whole nursery is homely and child-friendly with brightly coloured displays and posters providing a welcoming environment. Staff are remarkably warm and caring which promotes children's confidence and sense of belonging. The key person system is highly effective in supporting individual needs because staff take time to get to know all the children exceptionally well. Secure bonds are seen throughout the nursery due to the excellent interactions between adults and children. In the baby room, even the youngest of children communicate intently with their key person. The baby fixates on the practitioner's face, who is using lots of eye contact and facial expression while talking.

Practitioners ensure that they get to know the children and their families exceptionally well. Initial information about children's likes, dislikes and starting points is obtained from parents and useful information about the day's events is given at the end of the session. This is continued as practitioners successfully share accurate and regular information about children's progress with parents and encourage them to bring information to the staff. As a result, parents are fully involved and helped to support children's learning, both at home and in the setting.

Children appear very much at home in their surroundings and are becoming aware of safety. In the garden, they help to dig out weeds, remind each other to be careful of brambles and nettles and point out where the doc leaves are to use if they get stung. This practice is supported meticulously by the staff, who ensure that children are managing their own risks in the safest and most independent ways. Staff are excellent role models. They use consistent strategies and age and stage-appropriate explanations to provide children with a clear understanding of acceptable behaviour. They encourage good manners and help children to take care of their environment and resources by tidying up together when they have finished playing.

Children develop independent self-care skills with great confidence. They use the toilet with poise, asking for help when needed, while those in nappies are taken care of effectively. Balanced and nutritious meals are provided by parents following the guidelines

and examples of healthy lunchboxes displayed in the foyer. Children take great pride when choosing different fruits at snack time, serving themselves and pouring their own drinks. These skills support children's next stage in their learning, preparing them for their transitions both within the nursery and on to other settings and school.

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

Leaders, managers and practitioners have an exceptional understanding of their responsibilities in meeting the learning and development requirements within the Early Years Foundation Stage. They are highly focused on the importance of assessing the planning and delivery of the educational programmes provided for each child. In addition, they constantly and effectively monitor and revise their techniques in relation to children's progress and seek timely interventions where needed. As a result, they ensure that gaps are narrowing for both groups of children and those identified as being in need of additional support. Although partnership working is obviously strong, the nursery recognises there is room to extend this by further sharing knowledge and best practice with other settings and the community, so that all children can access the best possible learning opportunities and environments.

The clear and definitive policies and procedures in place support the smooth management of the nursery. Practitioners' skilful implementations ensure that all children are highly safeguarded, and robust recruitment and vetting systems ensure all people working with the children are suitable to do so. The valuable staff supervision and appraisal systems encourage continued professional development. This underpins the unquestionable motivation of the enthusiastic and much-appreciated staff team. They benefit from high levels of training, work shadowing and mentoring. The rigorous and effective systems for self-evaluation inform the nursery's priorities and are used to set challenging targets for improvement. This ongoing process of reflection is supported by focusing on new legislation and adapting practice accordingly.

The pursuit of excellence is demonstrated by an uncompromising and successful drive to strongly improve the highest levels of achievement for all children, given their starting points. Staff develop close relationships with children's families and strong links with professionals from a range of different agencies and organisations. This ensures that children receive well-coordinated support, both during their time in the nursery and when moving on to school. Children with special educational needs and/or disabilities are fully involved as staff proactively seek advice and support. They welcome regular visits from outside agencies to improve their knowledge and ability to ensure all children thrive in this adaptable environment.

### **What inspection judgements mean**

#### **Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY444768
<b>Local authority</b>	Solihull
<b>Inspection number</b>	790637
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	34

<b>Number of children on roll</b>	26
<b>Name of provider</b>	The Partnership of Gina Godwin & Sue Evans
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07971744487

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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