

Wise Owl Private Day Nursery Ltd

62 Old Brumby Street, Scunthorpe, North Lincolnshire, DN16 2AW

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| Inspection date | 21/09/2012 |
| Previous inspection date | 10/03/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Children happily engage in a suitable range of hands-on learning experiences delivered through indoor and outdoor play.
- Each child is assigned a key person who works with the family to help each child feel settled and secure in the provision.
- Robust recruitment, vetting and induction procedures are in place to ensure children are cared for by a suitable, qualified staff team.

It is not yet good because

- Children's 'look at me' books provide a pictorial record of children's interests, but they do not show children's achievements from their starting points within the seven areas of learning. This hinders staff in fully identifying and planning for children's next steps for development.
- Although staff know that a progress check at age two has to be completed, they lack full knowledge of how and when this should be done and a process for completing this check is not yet in place.
- An overall system to monitor all children's progress and development is not in place, therefore weaknesses in the educational provision have not been clearly identified.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the four main playrooms and in the outside play area.
- The inspector spoke with a range of staff from each room and held meetings with the manager and the owner of the nursery.
 - The inspector looked at relevant documents including a range of planning and observation records. Suitability checks and attendance registers were also scrutinised and the process of self-evaluation discussed.
- The inspector also took account of the views of parents and carers spoken to during the inspection.

Inspector

Melanie Arnold

Full Report

Information about the setting

Wise Owl Private Day Nursery Ltd was registered in 2005. During 2012 the setting extended their provision, enabling them to increase the numbers of children they can provide care for. The nursery operates from a three storey property situated on a small

shopping parade in Scunthorpe, North Lincolnshire. Children are cared for in different rooms according to their age. Children aged two to three years are cared for on the ground floor, babies are cared for on the first floor and older children are cared for on the first and second floor. An out of school club also operates from the first floor, providing before and after school care and care during school holidays.

The nursery opens five days a week from 7.30am to 6pm, all year around apart from bank holidays. There is a secure area to the rear of the property for outdoor play. All children go to the park at some point each week. The premises are accessible but there is no lift access to the first or second floor. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 70 children on roll, 60 of whom are within the early years age range. The nursery receives funding for the provision of free early years education for three-and four-year-old children and supports children with English as an additional language.

The nursery employs 12 members of staff, all of whom are qualified. Three staff hold a degree in early years; two hold a foundation stage degree, three are qualified to level 3 and four are qualified to level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the process of ongoing assessment to ensure practitioners fully understand each child's level of achievement within the seven areas of learning and use this information to plan future learning experiences for each child
- increase knowledge and put into place processes for the completion of the progress check at age two.

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

- enhance the effectiveness of leadership and management with specific regard to monitoring planning and assessment systems to make sure they are consistent, precise and display an accurate understanding of all children's skills, abilities and progress.

Inspection judgements

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

Children engage in a suitable range of adult-led and child-initiated activities, which are planned in line with their interests. Staff engage in play with children, asking appropriate questions as they play. This provides adequate levels of support and some challenge for children. However, ongoing observational assessments are not used to monitor children's

progress within the seven areas of learning. Although observations are completed and recorded in a 'Look at Me' book for each child, these provide a pictorial reference only of children's interests. Links to the developmental matters age bands have not been made to fully ensure every child is achieving the expected levels of development as they progress towards the early learning goals. This also hinders the identification and planning for children's next steps for learning, resulting in play experiences not always providing enough challenge within all areas.

A summary of children's progress report is completed for parents every six months, which provides parents with very basic information about children's development. Parents are encouraged to provide information from home about children's interests and achievements, which staff then use to inform future planning of activities. However, the setting has yet to develop their knowledge and devise a system for the progress check at age two. Although the setting are aware they have to provide parents with a summary report of children's progress at this age, they are less sure of when and how to do this and whether it should be for all children within their provision.

Babies and toddlers are happy and their early language skills are developing as staff actively listen and respond to children as they play. Babies enjoy participating in messy play experiences, making marks in flour or colouring using wax crayons on large sheets of paper on the floor. They respond to singing activities, rocking back and forth when staff sing 'row, row, row your boat'. As toddlers play with the cars and trains, staff encourage them to make the noises associated with each vehicle. The use of photographic displays also promotes children's language and questioning skills as they point to pictures and ask 'what's that?'. Staff respond and discuss the photographs with the children. Older children are beginning to sit and listen intently to stories read aloud by staff. They also enjoy opportunities to sit quietly in the cosy corner where they choose and look through their own books. A story den outside provides opportunities for children to enjoy books in the outdoor environment.

All children have fun investigating and exploring outside. When a small group of children find some wood lice in the outside area, their interest is maintained as staff show curiosity in what the children have found. Children learn how to care for living things as they help to take care of the guinea pig. After feeding and providing the guinea pig with some water, the children discuss the importance of washing their hands to get rid of any germs. Children develop their creative skills as they enjoy painting opportunities. They freely express themselves as they use brushes and their hands to paint. During a fishing water play game, staff encourage the use of some appropriate mathematical language, as well as encouraging children to count how many fish they have caught.

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

Space and resources are organised well to create a welcoming environment where children freely access a developmentally appropriate range of toys and resources to meet their specific needs. Deployment of staff is good, both inside and out, providing continuous supervision of children which contributes to their overall safety and welfare. The setting is based on three floors, resulting in the babies and pre-school children having

to use the stairs to access the outdoor environment. Staff ensure babies feel safe as they carefully carry them down stairs one at a time and older children are encouraged to learn how to independently walk down the stairs safely.

The key person system enables children to form secure attachments with staff, resulting in children feeling settled and secure in the provision. Systems to gather appropriate information on children's individual likes, dislikes and routines enable staff to respect and cater for children's specific needs. Staff work closely with parents of children with English as an additional language, ensuring their integration into the nursery. Children play cooperatively and as they get older they begin to share and to socialise more with their peer group. Their good behaviour is promoted through the use of regular praise and encouragement which promotes children's self-esteem.

Children are encouraged to be responsible and to develop their personal independence. For example, children help to tidy away their toys before the next activity begins and from a young age children learn to wash their hands during the daily routine. Children's awareness of developing a healthy lifestyle is promoted through the provision of healthy meals and snacks and through daily indoor and outdoor physical play opportunities. Babies are encouraged to feed themselves at meal times, with staff offering assistance and support when needed. Children are adequately prepared for the next stage in their learning as staff provide appropriate levels of support to ease their transition when they move to the next group within the nursery or when moving on to school.

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

Although the leadership of the setting are striving to provide a quality service, their lack of monitoring systems for the educational provision has resulted in weaknesses not being effectively identified. The setting's assessment systems have not been sufficiently monitored to ensure they are consistent and used accurately to assess individual and groups of children's progress across all areas of learning. Therefore there is potential for staff to not identify gaps in children's learning and support not being sufficiently provided to aid children's development in these areas. The setting's overall system of self-evaluation, which staff and parents contribute to, identifies the strengths and some priorities for future development.

Robust recruitment, vetting and induction procedures are adhered to, resulting in children being cared for by a suitable, qualified staff team. Performance management systems, like staff appraisals, are in place and used to identify the future training needs of staff. The management team value their staff, resulting in continuity of care being provided for children as staff turnover is low. Arrangements for safeguarding children are mainly good. The nursery is securely maintained and staff use an appropriate process of risk assessment to ensure potential hazards are sufficiently minimised in all areas. Staff are knowledgeable about child protection procedures and sufficient staff hold current paediatric first aid certificates.

Staff work in partnership with parents and carers to ensure children's individual needs are

met. Information is continually shared and exchanged about children's routines and activities, which sufficiently promotes an integrated approach to children's care and learning. Parents comment positively about the nursery, stating their children are happy and settled and that the staff are friendly and approachable. Links with other providers are continually developing, with the nursery sharing and exchanging some relevant information to aid children's continuity of care. Recommendations from the previous inspection have been addressed which has improved the care of children

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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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. |
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| 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. |
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| 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. |
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| 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. |
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| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
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| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |
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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

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|------------------------------------|-----------------------------------|
| Unique reference number | EY309583 |
| Local authority | North Lincolnshire |
| Inspection number | 882657 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 59 |
| Number of children on roll | 70 |
| Name of provider | Wise Owl Private Day Nursery Ltd. |
| Date of previous inspection | 10/03/2009 |
| Telephone number | 01724 330009 |

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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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