

# Barn Owl Day Nursery

1117 Oxford Road, Tilehurst, READING, RG31 6UT

## Inspection date

30/07/2013

Previous inspection date

25/01/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children settle quickly and enjoy their time at this homely nursery because the staff create a safe and happy environment where children have fun because they feel confident and secure.
- Children make good progress in their learning and development because activities and experiences are well planned to meet their interests and individual needs.
- Staff work well with parents and share information, which enables them to meet children's needs effectively.
- Well established systems for monitoring and evaluation means that the manager is able to identify areas for improvement and take appropriate action.

### It is not yet outstanding because

- Staff do not consistently provide opportunities for children to see words and labels to enable them to further develop their literacy skills.
- Children's independence is not always promoted as well as possible at mealtimes because staff miss opportunities to encourage children to complete some tasks for themselves.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 staff and children participating in activities in the inside and outside areas.
- The inspector carried out a joint observation with the manager inside.
- The inspector spoke to parents and children on the day to gather their views on the nursery.
- The inspector held discussions with individual staff working in the nursery.
- The inspector sampled a range of documents including children's assessments, children's details and other relevant information.

## Inspector

Anne Faithfull

## Full Report

### Information about the setting

Barn Owl Day Nursery registered in 2006 and is privately owned. The nursery operates from a former residential house in Tilehurst, Berkshire. The nursery has nine rooms and an enclosed outdoor area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 67 children on roll and the provider receives funding to provide free early education for children aged two, three and four years. Children can attend for a variety of sessions. The nursery supports children with special educational needs and /or disabilities and children learning English as an additional language.

The nursery is open five days a week from 7.30am to 6pm all year. The nursery employs 16 staff who work with the children. There is one member of staff who is qualified at level 4, seven members of staff qualified at level 3 and two are qualified at level 2 in childcare and education. There are six members of staff currently undertaking training.

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

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

- develop children's literacy skills further by providing greater opportunities for children to see and use words in the environment
- enhance ways in which children develop their independence skills, particularly during mealtimes.

### Inspection judgements

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

Children are happy and settled in the nursery. They are confident and thoroughly enjoy their time as they play and learn in a homely and caring environment. Staff provide children with a range of stimulating and interesting play experiences, which promote children's learning. When children first start, staff liaise closely with parents to help them build a picture of children's starting points. Staff use the information effectively to help them plan for each child's individual learning. They incorporate children's interests and individual stages of development into their planning of activities. This helps children move onto their next stage in their learning. As a result, children are making good progress in their learning and development as the quality of teaching is good. Staff know their key children well and regularly observe them in their play to help monitor their progress. Staff

also use this information to help them complete the required progress checks for two-year-old children when required. Each child has a learning journal which includes the observations the staff make and examples of their work. Parents are welcome to look at their child's journal at any time and staff have regular formal meetings with the parents to keep them informed of where their child is in their development. These meetings also help parents to support their child's learning and development at home. Children and their parents are supported well when they move onto another setting or school. For example, children participate in role play school situations and staff also talk to the children about the school and the teachers. This enables children to feel confident when moving on and ensures the continuity of their learning.

Staff effectively use children's interests to extend their learning. Currently older children are very interested in pirates so staff provide them with large sheets of paper so they can devise and draw their individual treasure map. Children have great fun devising and colouring in their map and readily ask visitors where they think the treasure is hidden. Children's communication and language skills are developing well. Staff continually and sensitively talk to the children while they play helping them to develop their communication and listening skills. For example, they talk to the children about the thunder and rain they heard. Children excitedly respond talking about the storm and how it made them feel. Children thoroughly enjoy listening to stories where they begin to see words and they enthusiastically join in as they talk about the pirate ship and what happens next. However, there are fewer opportunities for children to see words and labels to help further develop their literacy skills. Staff use everyday events and children's interests well to encourage children's early mathematical skills. They help children count, recognise shapes and talk about the different sizes of the spaceships they have made. Action rhymes such as 'What's the time Mr Wolf' further help the children develop their skills in a fun and interactive way.

All children enjoy exploring messy and creative play activities. Babies and toddlers thoroughly enjoy exploring treasure baskets filled with a variety of materials and natural resources. The art walls in each room enable children to freely paint on the wall creating their own art display. Children participate in a range of outings in the local community, which help to promote all areas of learning. A favourite outing is going on the bus to visit a local supermarket where they help to choose and buy a range of items. All children enjoy visits to the nearby railway station where they look and talk about the trains they see, the role of the station master and where the trains might be going to. Staff actively promote and support equal opportunities and diversity with the children. Staff meet children's individual needs very well and all children are included in activities as they play. Children learn about the lives of others and different countries in a variety of ways and they readily celebrate a range of festivals and special events in their lives together.

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

Children have built secure and trusting relationships with staff who are dedicated to making sure their time at the nursery is a positive experience. Children display high levels

of confidence and self-esteem. They readily approach visitors and ask them their name and what they are doing at the nursery. Children are well behaved. Staff provide lots of praise and encouragement as children play which helps to develop their self-esteem. Staff have a calm and consistent manner with the children, so are good role models. Realistic rules and explanations given by staff ensure children quickly learn to understand what is expected of them. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Staff sensitively remind the children to say 'please' and 'thank you' when required helping them to develop their good manners.

Children are developing most of their independence skills in a variety of ways. For example; they enthusiastically choose the toys and resources they wish to use from the wide range provided for them, as they are displayed attractively and are readily available. This also promotes children's early decision-making skills. They can also independently help themselves to their drink when they require. However, at snack and lunchtimes some children are not encouraged to serve their own meals and to pour their own drinks. This reduces opportunities for them to further enhance their independence and self-help skills. Children follow effective personal hygiene routines because staff act as good role models. Older children demonstrate their awareness as they talk about why they have to wash their hands and staff talk about hygiene procedures as they wipe the babies and toddlers hands.

Children are developing an understanding of a healthy lifestyle and play in the fresh air. They participate in a range of physical activities such as climbing, balancing and riding bikes. Babies and young children have many opportunities to explore and investigate as staff ensure there is free floor space for them to crawl and toddle. This helps children develop their physical skills. The nursery provides children with a range of healthy snacks and meals provided by an outside catering company. Mealtimes are sociable occasions where children sit together and staff talk to them about their day so far. Babies are fed in a comforting manner and are given time to eat at their own pace helping them to develop a positive attitude to all kinds of food.

Children play and learn in a safe environment as staff complete a range of safety checks and risk assessments. Children learn about the importance of keeping themselves safe and the impact it may have as they receive gentle reminders from staff. For example, why they should not run inside as they may run into another child and hurt them. Children also regularly participate in the nursery emergency evacuation procedure so they are aware of the steps to take and road safety procedures when on outings.

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

The owner and manager have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of appropriate policies and procedures and robust systems to ensure the safe recruitment of suitable and qualified adults are implemented. Staff understand their responsibilities to safeguard children. They capably describe procedures that they would

follow should a concern be raised, which helps to safeguard children from harm or neglect. The manager monitors staff's ongoing suitability by observing them in their work and through regular appraisal systems. These identify areas for development, such as training needs.

A key strength of this nursery is the very good relationship staff have developed with parents. All parents spoken to on the day were extremely pleased with the care their children receive and they made many positive comments. These include the homely environment, welcoming staff and how they meet the individual needs of each child and their family. All parents also stated how happy their children are in the nursery. Staff work closely with parents and other agencies that may be involved with children that have special educational needs and/or disabilities. They seek advice from other professionals, which helps them use appropriate strategies for children's needs.

The owner and manager are committed to continuing to develop the nursery to further enhance the learning opportunities for children both inside and outside. For example, they aim to further develop the outside area to provide children with a sensory garden. Self-evaluation is robust. Staff meet and discuss aspects of the nursery at staff meetings. Responses to parent questionnaires and discussions with children also play a part in helping the staff to reflect on their practice and make improvements that benefit the children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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 action. 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>	EY396413
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	928961
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Paul James Lynch
<b>Date of previous inspection</b>	25/01/2010
<b>Telephone number</b>	01189425555

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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, which are usually the childminder's 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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