

The Owls Nursery

Manchester Road, Blackrod, BOLTON, BL6 5SN

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|--------------------------|------------|
| Inspection date | 21/08/2013 |
| Previous inspection date | 29/04/2013 |

| 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 | | 2 |
| 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 | | 2 |

The quality and standards of the early years provision

This provision is good

- Staff have a good understanding of the Early Years Foundation Stage and use this effectively to engage children in learning. This skilfully supports children's holistic development.
- Children are active and confident learners. They are enthusiastic and learning is facilitated through well planned child-initiated activities. This means that children make good progress towards the early learning goals.
- Children are superbly supported through times of transition. Children receive excellent support as they move between rooms, different providers and onto full time education.
- Purposeful relationships have been developed with parents and a range of multi-professionals. This allows children's developmental and individual needs to be comprehensively supported.

It is not yet outstanding because

- Some staff miss opportunities to skilfully question children, and do not always give children an appropriate time for children to formulate a verbal response in order to improve children's learning even further.
- The monitoring of detailed assessments is not always consistent and so assessments are sometimes incomplete. This makes it difficult for staff to have a sharply focussed understanding of all children's rapidly developing skills, abilities and progress.

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 activities and children at play throughout the inspection.
- The inspector spoke with children, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the provision's self-evaluation processes.

Inspector

Elisia Lee

Full Report

Information about the setting

The Owls Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Blackrod area of Bolton and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a converted church school building and there are two enclosed areas available for outdoor play.

The nursery employs 23 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, six members of staff hold qualifications at level 5, two members of staff hold qualifications at level 4, 11 members of staff hold qualifications at level 3, one member of staff holds a level 2 and two members of staff are unqualified.

The nursery opens Monday to Friday, all year round, except for Christmas week, from 8am to 6pm. There is also a pre-bookable breakfast club, which operates from 7am. Children attend for a variety of sessions. There are currently 120 children in the early years age group, who attend the nursery. The nursery provides funded early education for two-, three- and four-year-old children. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- develop staff's practice to enable them to skilfully question the children further, to promote their critical thinking and allow sufficient time for children to respond to improve their learning even further
- improve systems for monitoring assessments to ensure they are always 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

Staff have a good understanding of the Early Years Foundation Stage and use this knowledge to plan activities which are imaginative and enhance all aspects of children's learning. Educational programmes cover the seven areas of learning and support children well as they move towards the early learning goals. Planned activities offer interest and

age-appropriate challenges to children as they develop their knowledge and skills. For example, older children work together searching for mini beasts in the outdoor area, looking under wooden logs using sticks and accessing a bug magnifier to discuss the different bugs that they find. Staff support this activity by posing questions such as 'What does that bug look like?' and 'What is he doing?' This promotes children's communication skills as they explore the wider world. Younger children play 'peek a boo' and use a variety of sorting and stacking resources which provide challenge and support independent problem solving.

Learning and teaching is good and has a strong impact on children's progress. Staff have a comprehensive knowledge of how children learn and use strategies and resources to support children's learning. Children are keen learners and access activities and the environment with enthusiasm and confidence. Staff carefully consider how planned activities can support children inside and outside. For example, children have opportunities to explore mark making in the outdoors through making patterns in foam using their fingers. They also draw shapes in dry sand using different tools, use sticks to draw patterns in mud and use water to make patterns on the hard surface of the floor. This shows that mark making is highly valued and allows children to explore with different media as they develop their literacy skills. Children's ideas are freely used in planning the environment which shows that staff follow children's interests. For example, pre-school children express an idea of developing the role play area into a 'zoo vets', this is supported by staff and children become engaged in writing as they make a sign for the wall and draw a range of animals for a display. This extends children's critical thinking skills, memory recall and enhances children's imagination. Children freely access resources and make independent choices in their play which supports the next steps in their learning and eventually the move to school. Children who have special educational needs are supported well through having a special needs co-ordinator in place and through staff working with a range of outside agencies and professionals. Staff support children's individual needs by using a range of strategies, such as developing individual educational plans, using specialist resources and accessing specialised training. Children who speak English as an additional language are effectively supported through staff working closely with parents, using dual language resources and celebrating children's differences through valuing different cultural festivals.

Staff have high expectations of children and develop a clear idea of children's skills through undertaking observations and assessments. Prior to starting at nursery staff work with parents to complete an 'all about me' document. This allows parents to discuss children's development and skills in the home. Staff then produce baseline assessments. Regular observations of children during play, give staff a comprehensive knowledge of children's interests and their developmental stage. Staff complete summaries of learning every six weeks which are discussed with parents to ensure that children's next steps in learning are purposeful and developmentally appropriate. Staff support children through planning imaginative learning experiences, using resources well, role modelling and posing questions. However, at times, staff can be so engaged in play that they miss opportunities to skilfully question children, and do not always allow time for children to think about a question and formulate a verbal response.

Parents are involved in their children's learning in a range of imaginative ways. For

example, parents loan resource bags which support children's learning at home and complete a diary for the nursery 'take home teddy'. In addition, the nursery holds Saturday workshops. This is where children and parents attend to take part in a variety of learning experiences, for example, card making at Christmas. Parents provide information about children's starting points and are involved in the completion of the progress check at age two. Parents are invited to appropriate training events and have regular contact with staff due to a designated 'parents area' where parents can meet and have a coffee. These communication methods mean that parents are kept well informed of their child's learning.

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

The nursery has an excellent key person system in place which supports children superbly in all aspects of their development. Superb relationships and bonds are evident between children and staff and as a result children are happy and engaged in learning. Staff are extremely caring and individual needs are very well supported. For example, children go to sleep after lunch while their key person follows sleep routines from home, rubbing their back or stroking their hair as a parent would. Younger children make their needs known by pointing and raising their arms up, signalling that they would like to be picked up and given a cuddle. This shows that children feel comfortable with staff and that secure attachments are in place. Staff are extremely caring role models, playing with children, showing children how to use resources and celebrating in their achievements. For example, a child climbs to the top of a grassy mound in the garden for the first time and their key person delights in this achievement, clapping and praising the child, which builds supreme self-esteem and confidence. Children's behaviour is excellent, they listen to staff, share resources, play co-operatively and independently take part in routines.

Staff give the highest priority to children's safety and children are supervised well throughout the nursery as ratios of staff exceed statutory numbers. Written risk assessments and daily safety checks are undertaken to help identify hazards and minimise risks. Ongoing safety checks are undertaken as a matter of routine. For example, daily checks are completed to ensure fire exits are clear, fire alarm testing is undertaken weekly and 'imaginative' training scenarios are presented to staff. For example, the manager has asked an 'undercover intruder' to try and access the premises. Staff coped extremely well with this training scenario and the intruder would not have gained access to the building had this been a real event. As a result of these practices, children and staff are developing an excellent understanding of risk. Children are confident and happy in their surroundings; speaking with staff, sharing resources, playing with their peers and taking part in routines, such as, washing their hands at appropriate times, reaching for aprons before painting and accessing their own drinks as required. This shows that children are extremely secure in their clean, well maintained surroundings and feel a strong sense of ownership. Excellent, imaginative resources are used throughout the nursery and the environment shows that staff consider how children learn through play. For example, children use plastic syringes in the water tray to fill empty plastic bottles as they discuss capacity, children make 'pancakes' in the outdoor mud kitchen and sit in outdoor dens as they taste a range of different foods identified in popular children's books.

Children learn about healthy lifestyles through daily access to the outdoor area, music and

movement sessions with a qualified dance teacher and taking part in specific programmes which support children's physical skills, such as 'Pro Kicks' soccer school. In addition, children regularly access walks in the environment which helps to support learning further. For example, as part of a recent topic on planting and growth, children visited a local garden centre. Food is freshly prepared daily on the premises and includes a varied menu with multiple choices.

Individual needs are catered for and younger children are supported through the weaning stage by the nursery cook preparing fresh pureed options from the menu. Children develop their independence and self-care skills throughout the day. For example, accessing drinking water, washing their hands, using the bathroom, making their needs known and choosing resources to initiate their own play. Children's physical needs are effectively met, which supports their well-being throughout the day. For example, there are set times for nappy changes but children are checked regularly throughout the day by their keyperson to ensure that they are changed more frequently if required. Therefore, they remain clean and comfortable.

Children are superbly prepared for change and transitions which means they are well prepared for the next stage in their learning. As children move between rooms staff meet with parents and invite them in to nursery to be a part of the transition process. This may be for the day or a particular time, such as supporting their child over lunch. Staff update the 'all about me' document which ensures that all staff are aware of children's current developmental need. If children's care is offered through two providers, the nursery ensures that information is shared and meetings are arranged which allow staff to discuss children's individual needs. For example, the nursery has invited local childminders into nursery to use the garden and meet with staff. As children prepare for full time education, the nursery invites school teachers into nursery, facilitates and supports with meetings between parents and school staff and complete a comprehensive transition document. In addition, children are supported through focused circle times which allows discussion from children about concerns or worries as they move onto school. This means that children receive excellent support as they move between rooms, providers and onto full time education.

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

Safeguarding practice is very good. Staff have a comprehensive knowledge of safeguarding procedures and are fully committed to ensuring that children are safe and well protected. The management team are highly experienced in current safeguarding practice and are extremely vigilant in monitoring the nursery to ensure children's safety. All staff have attended safeguarding training and are aware of appropriate contacts for further advice and support should they be concerned about a child's welfare. Staff supervise children well and are vigilant in looking for potential hazards. For example, documents are developed when a child starts at the nursery which includes photographs of all adults allowed to collect each child and a secure password system is in use. Furthermore, children are signed in as they enter the nursery and again as they enter their room and closed circuit television cameras at the front door allows staff to view all visitors before opening the door. Written risk assessments are in place and are regularly reviewed

to ensure that any potential hazards are identified and risks are minimised. Daily safety checks are undertaken. In addition, the nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare.

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage and comprehensively support children as they move towards the early learning goals. Areas of continuous provision allow children to revisit and return to learning as they explore different concepts. For example, children notice a butterfly landing on cabbages in the garden area that they have planted, this opens up discussion around life cycles and growth, which reaffirms children's prior understanding. There is a new manager in post who is developing her knowledge of the nursery systems and monitoring them to provide further improvements. For example, the management team regularly monitor educational programmes to ensure that activities are well planned, consequently children have a positive attitude to learning and make good progress. However, there is scope to more sharply focus the monitoring and tracking of children's progress to ensure that it is consistently well embedded in practice.

Purposeful self-evaluative practice is in place which identifies strengths and weaknesses. The management team identify targets and priorities through undertaking audits, and by compiling action plans, which support sustainable improvements. The voice of children, parents and staff are reflected in the self-evaluation and the management team are pro-active in responding to suggestions for further improvement. For example, staff have recently met with parents to discuss revising nursery contracts and have reviewed where children eat their lunch, which further supports children's needs. The management team are very 'hands on' and are pro-active in supporting staff to improve their practice and enhance quality provision. For example, the manager meets with individual staff to ascertain their understanding when new documents are introduced in the nursery. There are robust systems in place for recruitment and selection, supported by well executed inductions which ensure staff are fully aware of their job role and expectations. Professional development is highly regarded by management and staff have the opportunity to attend multiple training courses to update and refresh their knowledge. Performance management systems are in place, such as, appraisals and peer mentoring. The management team oversee the quality of teaching and the support given to children through role modelling good practice and holding regular meetings with staff.

Staff have purposeful relationships with a range of other professionals and attend multi-agency meetings as appropriate. For example, the nursery invites another private provider to access commissioned training. This allows staff to discuss practice across settings and learn from one another. Staff give high priority to working in partnership with parents and are very aware of how close partnership working can enhance children's learning and development. Staff are extremely committed in engaging parents in children's learning and place a strong emphasis on the importance of these partnerships. Parents are complimentary about the nursery. For example, parents comment 'My child has come on so much, he loves every minute' and 'Staff have done fantastic work in supporting my child's education and development'.

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 |
|---------|--------------|---|
| 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

| | |
|------------------------------------|---------------------------|
| Unique reference number | EY436980 |
| Local authority | Bolton |
| Inspection number | 927827 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 100 |
| Number of children on roll | 120 |
| Name of provider | The Owl's Nursery Limited |
| Date of previous inspection | 29/04/2013 |
| Telephone number | 01942832820 |

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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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